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1959

ANNUAL REPORT

OF THE

SCHOOL DEPARTMENT

OF THE

TOWN OF ARLINGTON

MASSACHUSETTS

FOR THE

YEAR ENDING DECEMBER 31, 1959

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ANNUAL REPORT OF THE PUBLIC SCHOOLS

REPORT OF THE SCHOOL COMMITTEE

FOR THE YEAR 1959

To the Citizens of Arlington:

This year was marked by major changes in the personnel of the School Committee and School Administration.

M. Norcross Stratton, after thirty-three years of devoted service, retired from the Committee. The citizens of Arlington have been most fortunate to have had the benefit of his wisdom, counsel and knowledge over these years. It must be most gratifying to him to realize the lasting impact he has made on public education, not only in Arlington, but in the Commonwealth of Massachusetts. Mr. Stratton has our heartfelt wishes for a long and well-deserved retirement.

Mrs. Mary K. Boyd also retired from the Committee and is now located in California. She was a most faithful member and served the schools well for nine years.

Mrs. Velma Brown and Dr. James Daily were elected to the Committee to fill these vacancies.

Mr. Clifford R. Hall, our Superintendent for seventeen years, retired September 1. The contributions which he made in the development of the elementary, secondary and adult education programs will be of lasting value. He was responsible largely, along with Mr. Stratton, for the creation of the Vocational High School in Arlington. During his administration he was instrumental in the planning and completion of the Bishop, Dallin and Thompson Schools as well as additions to the Bishop, Crosby, Hardy, Parmenter, Junior High West and Senior High Schools. It was with regret that we accepted his resignation and our best wishes go to him for a long, happy future.

The paramount duty of a School Committee is the selection of a competent Superintendent. This Committee spent many hours reviewing the qualifications of innumerable applicants. Representatives from local universities were called in for advice and counsel. After this most thorough investigation, the Committee reached a unanimous decision that our Assistant Superintendent seemed better qualified than any of the candidates to fulfill our requirements and Dr. Roens was requested to accept this position.

Extensive investigation also was conducted to find a successor for the position of Assistant Superintendent. Dr. Lawrence H. Anderson, who was elected to this position, received his doctorate degree at Harvard and was associated with the Newton Public Schools and with the teacher training program at Michigan State University.

This Committee is justly proud of the total school program and feels that this is due largely to the fact that the Committee has functioned as purely a policy-making body. In addition, the Committee has spent a great deal of time this year discussing and examining the problems existing in the major subject areas which might require policy changes. The Committee also initiated a new procedure for annual evaluation of all school personnel.

It was with regret that Mr. Harry J. Patterson, Director of the Vocational School, retired after nine years of service. Mr. Edmund J. Lewis, of the Vocational School staff, was appointed as new Director on October 20.

Mr. Walter J. Sullivan, Principal of the Junior High School East, retired after thirty-eight years of faithful service. Mr. Otis R. Jason, former junior high school principal in Norwalk, Connecticut, was appointed to succeed Mr. Sullivan on June 18.

Upon their retirement this year the Committee extended deep appreciation to Miss Mary A. Chater, Mrs. Francese S. Curtis and William T. "Doc" McCarty, all of whom served faithfully thirty-eight years or more and whose instruction and influence benefited thousands of Arlington school children through the years.

It is with a great deal of sadness that we mention here the passing of Miss May E. Campbell last summer. Miss Campbell, Supervisor of Home Economics and Cafeterias, served the Arlington schools since 1924.

Miss Florence E. Forsyth, member of the Home Economics staff, was appointed as successor to Miss Campbell.

The Committee appreciates the cooperation and assistance given by the entire staff of the Arlington Public Schools who so conscientiously help to carry out our responsibilities to the children in our schools.

We thank the Town Manager and other Town Officials for their active cooperation in all school matters in which they were involved.

Respectfully submitted,

Carl F. Allen, Chairman
Mary E. Porteus, Vice Chairman
Richard W. Baker
Velma Brown
Arthur F. Coughlin Jr.
James W. Daily
Bernard A. Forest
Charles R. Kent
John P. Morine

ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS

FOR THE YEAR 1959

To the School Committee of Arlington

Ladies and Gentlemen:

Is is my privilege to submit for your consideration the following report of the schools for the calendar year 1959. Limitations of space make it impossible to include a report on every phase of our school operation; therefore I am taking the liberty of presenting those aspects of our program which are new or in which there is a good deal of public interest.

FEDERAL FUNDS AND THE NATIONAL DEFENSE EDUCATION ACT

Since 1958 the School Committee has received a total of $82,741.31 under Public Law 874. As described in the previous annual report, $24,540.08 was expended for such items as an eleventh grade humanities course, natural science instruction for all fifth grades conducted by the Audubon Society, experimental creative writing programs, instructional apparatus for the Vocational School, science equipment for elementary schools and certain equipment for the new addition to the High School which had been omitted from the original list submitted to the High School Building Committee.

For the school year 1959-1960 a total of $35,150. was committed for instructional materials for academically talented pupils, for continuation of the natural science, creative writing, developmental reading and group therapy programs; for language laboratory equipment in the High School and for publication of a "History of Arlington" to be used in all fourth grades. In addition, $20,000 will be returned to the Town to be expended for adjustments in teachers' salaries for 1960-1961. The balance of uncommitted Federal Funds is now $3,051.23.

Under the National Defense Education Act the School Committee applied for and received $8,102.95 for the remodelling of the chemistry laboratory in the High School and $3,528. for setting up a comprehensive guidance program in our junior high schools as well as a guidance library in the High School.

As has been stated from time to time, these Federal Funds serve to reduce the total amount of the School Budget because the programs undertaken with this money are very necessary if our public schools are going to progress with the times.

OUR ELEMENTARY SCHOOLS

The most serious problem which will be facing us shortly is the housing of elementary school pupils in several critical areas of the Town. The proposed Pheasant Avenue School, if voted at the next Town Meeting, will alleviate the pressure on the Bishop, Dallin, Peirce and Cutter Schools. The building activity in the Dallin area has progressed so rapidly that there are as of December 31, 1959, 413 pupils in a school built for 360 pupils. In the Bishop School the assembly hall and clinic rooms once again are being used as classroom areas. At the Cutter School, basement rooms are being remodeled for kindergarten and library rooms. This now creates another problem because two precincts use these rooms for voting purposes. The academic program in the Peirce School involving visual aids, testing and group projects has been curtailed because of lack of space.

Another area of considerable concern is the Parmenter district where pupil population is increasing beyond all expectation. The playroom was converted into two primary classrooms with the result that the physical education program had to be discontinued because of lack of space. The auditorium on the top floor which is used for French classes, instrumental programs, visual aids, etc. is most unsatisfactory because of location, lighting, acoustics and lack of blackboard space. With the change of boundary lines which the Pheasant Avenue School could effect, it is believed that enough of the pressure could be removed from the Parmenter School so that a normal program could operate there once again.

Reading, the first of the traditional three R's, still continues to be the first concern of our elementary schools in establishing a firm educational program.

However, reading in school now cuts across all subject matter and is no longer an isolated school subject. Content subjects involve many new mental concepts to be gathered from the text each day. Our classroom teachers are constantly alert to see that children are learning to read with meaning. With the rapid changes in our current life, and as understanding and interpretation become increasingly important, schools must train children to become critical readers.

Reading research is constantly endeavoring to discover better ways of teaching reading and our school system is always interested in trying new techniques that will aid in our developmental program. In connection with this policy of keeping abreast with new ideas, we are carrying on two experiments in the reading field.

The first is in grade one. Learning to read is the major task which confronts the first grade child. The more that we can learn about the early processes of reading, the better start we can give the child. Recent research at Boston University has shown that a knowledge of the names of letters and sounds provides the greatest assurance of learning to read. Results indicated that knowledge of letter sounds does not necessarily assure high reading achievement, but lack of knowledge is usually associated with low reading

achievement. Experiments showed that early instruction in letter names and sounds produces a higher June reading achievement than does this type of instruction given incidentally throughout the year. We are conducting this experiment in six of our first grade classes and we will be most interested to see if our other first grades can show the same improvement in their June achievement.

The second experiment being conducted is in connection with independent applied word analysis. This is being tried in one third grade class and three fourth grade classes. Phonics is one of the important phases of our reading program but phonics is never an end in itself. It is only a means to future interpretive reading. Irregularities in English phonetics make an inductive approach (learning through application of phonics) more effective than a "rules and exceptions" method. The experiment consists in the use of 30 word classification cards with pupil pairs, thus increasing accuracy of word perception and analysis in reading and spelling. Each card lists three categories, since this trains the child to use context clues in recognizing a word from phonetic analysis. Every word is analyzed, pronounced, classified by meaning, written, read and spelled. Meaning is restored after analysis. This is assured by the task of writing the word under the proper classification. By the use of the applied word analysis cards it is hoped that improvement in reading and spelling will be noticed. Preliminary reading tests have been administered to all classes using the cards and at the end of the experiment a second test will be administered in order to determine whether any noticeable gain has been made.

A testing program is another phase of our elementary reading program. It is through the use of tests that we are able to evaluate our reading program and to gain an overall picture of the community. However, the main emphasis on the teacher's part is placed upon the capabilities of each child's own unique characteristics. It is when these unique characteristics are seriously retarded that individual diagnostic testing is provided by the reading consultant for the classroom teacher. The results are analyzed and used as an aid in setting up a corrective program for such children.

The evaluation testing this year was administered in all second and third grades. Standardized reading tests were used in order to compare Arlington with other communities. Following are the results of these tests:

Grade II

1. Word Recognition Test

   National Median 2.8

   Arlington Median 3.95

   This median placed us 1.1 (one year and one month) above the national median. This result indicated the strong phonetic background that has been developed in our system.

2. Paragraph Meaning Test

National Median 2.8
Arlington Median 3.6
This median placed us .8 (eight months) above the National median. This result was encouraging indeed as reading without comprehension is not reading but simply "word-calling."

Grade III

1. Survey Test

This test included three parts; speed, vocabulary, comprehension.
National Median 3.8
Arlington Median 4.45
This median placed us .6 (six months) above the national median.

2. Reading to Understand Precise Directions

National Median 3.8
Arlington Median 4.1
This median placed us only .3 (three months) above the national median. The test was an entirely new type of test for the children but results not as high as we might wish. However, it pointed out to us a technique that we needed to develop further as following directions is most certainly a very important and necessary skill to be developed.

Another step in strengthening our reading program, which stresses prevention of reading failures, is the existence of our summer reading classes for elementary pupils. Pupils attend on a voluntary basis after they have been recommended by their classroom teachers as satisfactory candidates for an additional six weeks of concentrated effort on the basic reading skills. The program aims at developing in each child independence in reading, not only in school but as a leisure time activity.

The further extension this year of the school library program within the elementary schools is greatly appreciated by the classroom teachers, since it serves as an excellent supplement to the classroom instruction. It also provides additional teaching by trained librarians in the proper use of library facilities so that children become capable of doing independent research in connection with the various content subjects.

After one year of exploratory study by a committee of our own school staff, French has been introduced as an integral part of the elementary school program. There is now a special teacher for selected pupils in grades five and six and TV instruction for all fourth grade pupils. The selection of pupils in grades five and six was made largely on the basis of their reading ability and their instruction in French for the most part is given in a separate room

during the time the remainder of their class is being given reading instruction. Until some adjustments are made in time allotment of subjects for grades five and six, it did not seem advisable to make French available to all pupils in those grades. French for all fourth grade pupils is being tried as an experiment this year to determine whether their achievement warrants continuing with such a TV program.

A joint experimental project with Boston University in the French instruction is being conducted in some of our fourth grade classes where all pupils are exposed to French through TV.

On the whole, our participation in the TV program, "The 21 inch Classroom" operated through Channel 2, seems to be effective as we continue to subject the program to critical analysis. Following is a list of the grades and subjects being viewed this year:

Grade 2 Music

Grade 3 Literature

Grade 4 French

Grade 5 Exploring Nature

Grade 6 Science

This year in conjunction with the revised report card, teachers in grades one through six have been giving a written report of the pupil's progress at the time of the scheduled individual parent-teacher conference. Parents seem to feel that this additional written report makes the conference much more meaningful.

JUNIOR HIGH SCHOOLS

Several new programs have been instituted in the Junior High East. For the purpose of affecting greater cooperation and understanding between the home and the school, a P.T.A. has been organized. An active student council is now in operation to provide opportunities among the pupils for the development of leadership, initiative and responsibility. In order to stimulate independent study and research, especially by the more able pupils, a library orientation program is in the process of being organized by the English teachers and the Town librarians. This will become much more effective when the junior high schools will have their own libraries. A new innovation has been the establishment by using the "wave system" during the lunch period. Formerly some pupils at the end of the line were forced to wait for the major part of the lunch period before being served. There also was the problem of a place for the pupils to leave their textbooks because they had to juggle the tray of food and books at the same time. This problem plagued the Junior High East for some time. Under the "wave system" two classes move to the cafeteria every five minutes which insures short lines and no waiting. In addition, since all pupils return to the same classroom which they left for the lunch period, the book problem is solved.

The Junior High School West has done some notable work in the development of educational assembly programs involving a good deal of pupil participation and pupil interest. The extraordinary production of the operetta "Oklahoma" was the highlight of the year. It was presented by two separate casts with about 300 pupils participating. "The West" according to the copyright owners of Oklahoma has been the only junior high school ever to have undertaken the production of this difficult operetta.

Although the program of ability grouping by subjects in the junior high schools still has many wrinkles to be ironed out, the evaluation studies at the Junior High School West are most conclusive as to its positive value.

Ability grouping by subjects at the Junior High Industrial Arts School is receiving more attention than ever before. The improvement in reading, arithmetic and art is most significant. The inauguration of field trips this year included the Boston Arts Festival, the State House and the Museum of Science and has helped to widen the educational horizons of these pupils.

Now that we have full time counselors in the junior high schools, every pupil receives individual counseling. These interviews cover adjustment from elementary to secondary school and assist the student in making decisions about his school life.

SENIOR HIGH SCHOOL

The High School emerged into a new era in September with the change from a three year to a four year curriculum, replacing the 6-3-3 system that had been in operation for over 40 years. This has been made possible by the completion of the addition to the high school building. The entire plant is very adequate for the approximately 2,000 pupils for which it is designed.

The modernizing with Federal Funds of the chemistry laboratory, the increase of classrooms; the expansion of the homemaking facilities and mechanical drawing rooms; the division of the old music room into a classroom and typing room; the two new music rooms; the pleasant and inspiring new art rooms; a guidance suite with separate interview rooms, and an efficient administration area; an excellent health unit; a new gymnasium and auditorium; all contribute to a well-balanced, four year high school program.

As reported last year, the barriers were removed between the college, business and general curricula. The opportunity for counselors to place students in areas where the students can reach their desired goals is showing satisfactory results. The flexibility afforded for programming and ability grouping by subjects seems to be effective in making pupils work up to their ability and to stimulate wholesome competition within their academic group. It is too early to measure the results, but it is felt that the next two years could give conclusive evidence.

After a two year search for a competent Russian teacher we were able finally to obtain one late this summer. A Russian course now is being offered after school to pupils who have demonstrated language competence. Next September it will be offered as a part of the foreign language curriculum within the regular school day.

With Federal Funds it is expected that a foreign language laboratory will be in operation next September for the purpose of facilitating the oral-aural aspects of the teaching of these subjects.

Some parents are concerned with the question "Can my son or daughter be admitted to an Ivy League college from Arlington High School?" They may be interested to know that in last year's graduating class two boys applied to Dartmouth and two were admitted; four applied to Harvard and three were admitted. The boy not admitted to Harvard was admitted to one of the other local colleges. Two girls were admitted to Vassar; one to Middlebury; one to Mt. Holyoke and one to Smith. The answer to the above question is obvious from these statistics.

The sixteenth annual survey of the Guidance Department shows that 57.4% of last year's graduating class at Arlington High School have gone on for further education. This total is the highest we have had since the tabulations began in 1944. In addition to those taking full time work in education, 13.6% are studying part-time although gainfully employed. Twenty-nine percent of the class are in four year degree-granting institutions with the rest in junior colleges, nursing schools, business schools, technical institutes, etc. Nearly 35% of the class is employed; 4.2% in the Armed Forces and 3% are ill, married or at home.

The largest proportion of these pupils are attending college in the Greater Boston area with 22 at Boston University; 16 at Tufts; 11 at Boston College; 11 at Northeastern; 5 at Cardinal Cushing College; 4 at Simmons; 3 at Emmanuel; 2 at Harvard and 2 at M.I.T. Other well-known colleges which have enrolled members of the 1959 class are Antioch, Bates, Brandeis, Connecticut College, Dartmouth, Norwich, Maine, Regis, University of Wyoming, etc.

Forty-two graduates are in business schools with Burdett (14), Bentley (8) and Katherine Gibbs (7). Nineteen graduates are in junior colleges with 4 at Fisher and 3 at Colby Junior College. Eight are in nursing schools and 12 are in technical schools with Wentworth leading with 10.

Arlington is doing its part to provide future teachers, for 8 members of this graduating class are attending teachers colleges and 28 more attending schools of education in other institutions.

Scholarships to the amount of $44,200, exclusive of those granted by our own Thompson Fund, Arlington P.T.A. and the Arlington Woman's Club, were awarded by the colleges to members of the June graduating class. Scholarships were received from many of our leading colleges — Harvard, Tufts, Boston College, Emmanuel, Massachusetts Institute of Technology, University of

Connecticut, Simmons, Northeastern and others. This year we were able to obtain from the Massachusetts Vocational Rehabilitation $5100 to aid members with physical disabilities to obtain a college education. The Arlington Woman's Club, the Arlington P.T.A. Council and the Arlington High School Girls' Club made available $1300 in scholarship awards. Their interest and endeavors in this respect are most appreciated.

One of the rewarding educational experiences of this fall was the success of four boys in qualifying for the National Merit Scholarship Fund. In addition to the success of these boys, five were given a special merit award. These academic honors are not only a reward for good work upon the part of the students but also a tribute to the diligence and effective teaching of our entire staff throughout the system.

VOCATIONAL HIGH SCHOOL

Many changes were made at the Vocational High School during the past year. Director Harry J. Patterson retired after 9 years of service and was replaced by Edmund J. Lewis, a member of the original faculty.

The entire school, with the exception of the automobile shop, moved into attractive new quarters on the lower floor of the High School addition which was made available for the opening of the fall term. Careful planning resulted in a compact arrangement of shops, classrooms and other necessary facilities, making possible an improvement in supervision and overall efficiency.

In contrast to previous years, the machine shop is now sufficient in size to accommodate the various types of equipment in a manner more conducive to good instruction and pupil safety. As part of its modernization program a new vertical milling machine, a radial drill, engine lathe and turret lathe were obtained from war surplus. A machine-related classroom, conveniently located adjacent to the shop, has been furnished with drafting tables, providing improved facilities for this phase of the training.

More room for the electronics shop has alleviated an overcrowded condition and provided additional space for new equipment and storage of material. The U-shaped layout of the work area has proven more suitable for efficient instruction and observation. New antennae were installed on the roof and sufficient equipment and supplies were obtained to keep pace with the rapid changes in the electronics field. A similar layout in the electronics-related classroom has permitted a practical means for conducting experiments and its convenient location, adjacent to the shop, has simplified the exchange of equipment for instructional purposes.

PUPIL PERSONNEL SERVICES

The Rockefeller Report, "The Pursuit of Excellence," on problems of American education, states in the following words one of the fundamental responsibilities of American education: "Any educational system is, among other things, a great sorting out process. One of its most important goals is to identify and guide able students and to challenge each student to develop his capacities to the utmost." The recognition and appraisal of talent and the encouragement of individuals to plan in such a way as to develop and utilize their talents fully requires an extensive and continuing accumulation of longitudinal data on each student and comprehensive and repeated testing to provide objective evidence of aptitudes and abilities. Identification of talented students is the responsibility of all teachers, counselors and administrators in the school system. The recognition and appraisal of talent in the Arlington schools is a continuing process from the first grade through the twelfth grade.

The purpose of our program is to develop procedures which will identify, guide and motivate a maximum number of superior and talented students in all areas of school achievement to desire, plan for and acquire a college education.

In grades one through five, the selection procedure consists of teacher appraisals and achievement testing. Such tests not only indicate accomplishment to date but frequently identify areas where enrichment would seem appropriate or where remedial efforts would be advisable. There has been established for several years a class for the academically talented in grade six. In grades seven and eight the classes are ability grouped by subjects. In the ninth grade the program is broadened so that the students showing promise in subject areas are placed in classes where they may follow an enriched course of study. These classes continue through grade twelve. A group showing promise in the field of science begins in grade ten a program of one and one-half years of chemistry, followed by one and one-half years of physics. These pupils will be encouraged to take the College Board Advanced Placement Program in science and may be admitted to a collegiate science program on an advanced standing basis.

Because we are constantly receiving inquiries about our techniques and procedures in the selection of academically talented students, we shall attempt to describe them briefly.

Standardized group tests for mental ability are used at all levels. The test yields a multiple score, verbal aptitude and math aptitude. The multiple score helps the school to understand better the nature of each child's learning ability. Score interpretations are used in determining the relative academic success the student is likely to achieve in his next step on the educational ladder.

In many cases, an individual intelligence test is used as a means of double checking those who are recommended by teachers, but who have not been substantiated by group tests of mental ability.

Achievement tests which measure critical skills and application of learning in the major field of academic work are also used to locate talented students. These tests in many subject areas, both standardized and locally constructed, are used in elementary grades. The eighth grade battery, on which the test profile is based, contains achievement tests and there is also such a testing program at the high school level. The results of the reading tests are a very important factor in the selection of students for this program. An academically talented student is likely to be characterized by wide range interests which typically motivate him to engage in extensive reading, commonly at a more mature level than his classmates. Conversely, deficiencies in reading ability constitute a severe handicap in his educational development.

School grades are an important indicator of success in an academically talented group. If a student has previously performed above the average of other students, it is safe to assume that a student has the necessary ability and incentive to be included in the superior and talented group. College admission officers place great emphasis on the rank in class of an applicant.

An accumulative record folder is maintained on each student. The folder contains the school grades and a detailed description of the student written by each elementary and junior high school teacher and personality reports by each high school teacher. All correspondence with parents, interviews with counsellors and special reports by teachers also are contained in this folder.

The teacher recommendations are very important and helpful factors in the program. Teacher nominations are used both to select intellectually superior and to select students who are superior or talented in an area other than intellectual ability. A few identification hints are:

1. Unusual curiosity — asks many questions
2. Reasons things out, thinks clearly, recognizes relationships and comprehends meanings
3. Completes work quickly and seeks other activities
4. Reads widely
5. Shows unusual social ability and leadership organization
6. Is usually talented in music, art, creative work, knowledge and performance in science.

The final selection of students for the academically talented group is made after a study of all factors for each student: mental ability scores, achievement test scores, past performance, grades and teacher recommendations.

As a matter of interest we are submitting the unedited impressions of an academically talented sophomore who has been in the program for two years.

"During the past year and the first few months of the 1959 school season, A.T.* has been in existence. In this time we have experimented with a new kind of education, whose objective is to cover more material in fuller detail, therefore, preparing us better for our future in college and beyond. It is too general to say that we are moving faster than other classes. In each class the advancement can mean something different

"In English the difference is more in the presentation of material rather than speed. Much of the material covered is the same as other sophomore classes, only in more detail. We are 'on our own' generally speaking. Instead of writing out questions and answers to everything, sometimes we are expected to know the material, only, and spend the extra time in discussion. Often these discussions become involved and lengthy, yet very interesting. Loquacity is very contagious in A.T.

"Mental homework seems easier than written lessons; and yet, this is not always so. It takes less physical exhaustion, but is thought provoking and requires greater concentration. Certainly, there is no slipping up on an assignment of this kind. Lessons often lead to the next, and all the pieces must be fitted together for complete understanding.

"Although we do much mental homework in respect to literature, we also stress writing. Expression of ideas, vocabulary and grammar are very important in our education. We are all keeping journals to improve our writing, and make us more aware of our environment.

"Mathematics and Latin are very similar. We are advanced by being pushed faster in the same material which other classes cover; yet, the creativeness is always present. In Latin we are translating Caesar. The other Latin II classes are on the 'Argonauts' which we translated last year.

"The chemistry course is the most advanced, I feel. We are the only sophomores taking it this year. Next year, we will continue chemistry for the first half-year and then begin physics for the remaining half of our junior year and complete it the senior year.

"One of the nicest realizations of the A.T. is the fact that the eyes of our teachers and guidance counselors are upon us. They are constantly trying to push us faster yet are equally concerned with our capabilities to keep up with them. We feel assured that if we need advice or help of any kind within reason, they are always ready to do their utmost. From our point of view, one of the most important factors concerning A.T. is our acceptance with other students. Last year this was of extreme importance; yet, this year it is a thing of the past. Arlington High School's activities are well represented by A.T., and one of us is a member of the Student Council. Although, for the most part, we have more homework, and more is expected of us, we are acquiring an invaluable education. We are already beginning to feel the effect of the library course

*academically talented

which we had last year. Our experience in research, note-taking, etc., has already helped us considerably in almost all our subjects. There is no doubt how greatly our course will help us in college and our life's career. Certainly, this reward is great enough to make all our work worthwhile."

The results of the program to date seem to indicate that the selection procedure is sound. The percentage of drop-outs or poor adjustment cases has been very low. Each year's experience will add further information as to the weighing of the various factors in arriving at a composite selection score for pupils who are to be included in the A.T. group.

The number of referrals of disturbed and maladjusted pupils in the elementary grades is constantly increasing in proportion to the pupil population. As one means of meeting the growing demands on our school adjustment counselor's time, we have established two therapy groups, one for boys and one for girls after school under the direction of members of our staff. We feel it may be possible in some cases to provide helpful therapeutic activity for from four to six pupils at the same time. If this is so it would provide an economy of time where our usual procedure has been to work with pupils individually.

Our speech therapist is just about completing a survey of the speech problems of all of our elementary school pupils. His purpose is to determine which pupils need how much help in oral communication. By the end of the year 1959 results will be tabulated, serious cases separated from mild and schedules devised by the two therapists for conducting sessions and speech correction for the seriously handicapped. In addition there will be classes to help pupils in speech improvement whose patterns of articulation errors indicate that weekly classes, grouped according to specific speech sounds, will promote normal speech in the shortest space of time.

CONCLUSION

It is most gratifying for me to be able to work with a School Committee dedicated to the single purpose of making our schools "Better." The Committee has concerned itself only with policy decisions and allowed the Superintendent, without interference, to administer the school program within their rules and regulations. Nevertheless, the Committee has maintained a sensitivity, if not close observation, of every aspect of the school program. This is as it should be, but because so few communities operate in such favorable climate, special mention is made of it here.

The cooperation between the School Department and the numerous Town Departments, by making available one another's facilities when needed, has effected considerable savings to the taxpayer.

I speak for the entire school staff when I say that we are most appreciative of the gracious assistance afforded us whenever we have called upon the Town Manager, the Superintendent of Public Works, the Fire Chief and the Chief of Police.

The Supervisor of Maintenance and the Supervisor of Custodians are ready always to extend themselves to the limit to assist us in providing adequate facilities for our educational program. Without their untiring efforts the High School addition never would have been ready to open on schedule in September.

In this connection I want to express our gratitude to the High School Building Committee and its Chairman for the enormous and time-consuming task in bringing to successful fruition the addition and reconstruction of the high school plant.

Finally, and in the last analysis, whatever success our educational program attains is the direct result of the faithful dedication of our teachers, principals, supervisors, directors and other staff members directly associated with our pupils in school. To them I extend my deep appreciation and everlasting gratitude.

Respectfully submitted,

(Signed) Bert A. Roens
Superintendent of Schools

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ANNUAL REPORT OF THE PUBLIC SCHOOLS

REPORT OF THE SCHOOL COMMITTEE FOR THE YEAR 1958

To the Citizens of Arlington:

Dr. James Bryant Conant, in a recent address before the Massachusetts Association of School Committees, emphasized that the first requisite for a good public school system is a good school committee, and a good school committee is formulated by wise decisions by electorates, which Dr. Conant points out, depend to a considerable degree on the traditions of the community.

Therefore, the quality of education disseminated to the children of our Town may be placed squarely upon the shoulders of the School Committee and the voters of Arlington.

If we are losing our place among the leading educational communities of the State, as has been plainly evidenced in the cases of some cities, then the electorate and the community leaders have only themselves to censure in that they did not feel it their responsibility to either become a candidate for election to the School Committee or to encourage able citizens to present their candidacies. These factors should be given careful consideration, especially by parents who expect their children to be educated in our schools and by those citizens who realize that a community is judged by the calibre of its schools.

Apparently there are only a few groups of citizens in Arlington willing to encourage and support able candidates for the School Committee. Unless this apathy is challenged by a group of community leaders, the traditions which were built up and perpetuated by a previous citizenry will crumble and the fall will be heard soundly in the business, economic and real estate values of our Town.

In October, 1958, the School Committee requested the School Citizens Committee to sponsor a public meeting in which new plans and programs were to be discussed with the bald statement that "we want your ideas, suggestions and criticisms." About thirty-five school personnel and fifty parents attended. The School Committee could assume that all who did not attend, including the parents of 7,000 children, felt that we had an excellent school system. Is it such, or is it apathy? If it is the latter, we have reason to be concerned. We urge the citizens of our Town to give this question their utmost consideration.

Last year, through diligent and exacting research by the administrative staff, and the cooperation of parents, Arlington qualified as an impact area caused by certain government workers living in our Town and became the recipient of $43,421.31 in federal funds to alleviate the educational costs induced by federal installations near the Town. For some years the Committee has considered expanding and enriching the school program. However, our mounting budget had deterred these innovations.

The coincidence of Sputnik 1 and the federal grant gave impetus to our ideas for new programs for the academically-talented and the broadening of programs in science, mathematics and the humanities. Vocational education was strengthened by the acquisition of new machines to teach new phases of the trades. Improvements at the Warren A. Peirce Field were consumated by the use of these funds. The federal funds are allocated to the School Committee for its use under P. L 874, the enabling Act being Chapter 413 of the Acts of 1956.

The School Committee desires to call to your attention the need for a new elementary school in the Pheasant Avenue Area. A plot of land of about 3½ acres is owned by the Town and has been designated for school purposes. The State Building Assistance Commission has approved the plot which means that the State would return a portion of the cost to the Town. The School Committee has notified the School Survey Committee of the over-crowded conditions in the Bishop and Peirce Schools which would appear to necessitate relief in this area. Were this school to be constructed, it would appear to be the completion of new school construction in Arlington. Failure to build a parochial school in the Heights area may necessitate an addition to the Dallin School at a later date.

The long-range planning program of 1950 lists the Pheasant Avenue Elementary School as the last school building in the post-war school building plans of the School Committee and the year selected for obtaining plans and specifications was 1959. The High School Addition should be ready for occupancy in September of 1959, alleviating the pressure on the junior highs by the change to a 6-2-4 system.

The new National Defense Education Act, P.L. 864-85, and the State enabling Act, being Chapter 664 of the Acts of 1958, possibly may assist the Town in the fields of science, foreign languages and psychological testing; but for this year it would appear that most of the federal monies will be spent for supervision on the State level.

This type of supervision is of negligible value to towns like Arlington, Brookline, Belmont, Lexington, and Winchester because these towns keep their salary schedules at a higher level than the State and can attract a better supervisory and administrative staff than the State. Hence, allotments of federal funds in this manner will benefit smaller towns and cities unable or unwilling to attempt to attract the best.

Public Law 864 should not be confused with P. L. 874. It is from the latter that we obtain federal funds presently.

A brief word about our budget. The only relief for the local property taxpayer is for the legislature to broaden the tax base Salaries comprise nearly eighty percent of our budget. We are in competition with neighboring communities for the best teachers available, hence our salary schedule must be comparable to theirs in order to keep and attract good teachers. Furthermore, teachers cannot be expected to subsidize the education of our children. Educational T V will supplement some teaching, but will not replace teachers. The remaining increases in our budget may be attributed to increased costs and increased pupils. It is as simple as that.

The Committee mentions with sadness the sudden passing of Lawrence J. Mantyla, principal of the Dallin and Locke Schools, on April 12. Mr. Mantyla came to Arlington as a teacher from Sherborn in 1942. He became principal of the Locke School in 1945 and of the Brackett School in addition to the Locke in 1946. When the Dallin School was completed in 1956, Mr. Mantyla became principal of both Locke and Dallin. Mr. Mantyla contributed a great deal to our schools and his loss was felt most keenly by the entire school system.

Mrs. Esther Boyce Schmidt, teacher of special class at the Cutter School, passed away on October 11. Mrs. Schmidt came to Arlington in 1927 and served faithfully in continuous service until her death. She was one of our most outstanding teachers and thus far it has been impossible to find anyone who can begin to replace her.

The following retired from the system during the year: Miss Ethel Ober, teacher at the Junior High School West, after 46 years of service; George R. S. vonKapff, teacher at the High School, after 32 years of service; Mrs. Mary Prestwood, teacher of industrial arts class at the High School, after 31 years of service; Miss Helen Knowles, teacher at the Crosby and Thompson Schools, after 34 years of service; and Mrs. Marion A. Kirschbaum, teacher at the Junior High School West, after four years of service.

In the personnel of the School Committee, Charles R. Kent replaced David Ashton. Mr. Ashton ably served one term on the Committee and was elected Chairman during his third year.

The Committee thanks the entire staff for its continued devotion to duty and all the Town Boards and Officials for their cooperation with the Public Schools.

Respectfully submitted,

(Signed) John P. Morine

Chairman

ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS

FOR THE YEAR 1958

To the School Committee of Arlington:

Ladies and Gentlemen:

It is my privilege to submit for your consideration the following report of the schools for the year 1958. This calendar year in our schools was heralded by the implementation in our elementary and secondary schools of our program for academically-talented children, the T V program in the first six grades, and the receipt by the School Committee of $43,421.31 under Public Law 874. This grant will enable a reduction in the 1959 real estate tax of approximately 50 cents per thousand because the items for which the expenditures are and will be made of this federal money will not be included in the 1959 School Budget. Expenditures have already been made from these funds for television sets for the High School; for an 11th grade humanities course; natural science instruction for all the 5th grades conducted by the Audubon Society; instructional apparatus for the Vocational School; science equipment for one of the elementary schools and for the part-time services of a psychiatrist for consultation purposes.

OUR ELEMENTARY SCHOOLS

During the past few years several of our schools have instituted departmental teaching whereby teachers who are specialists in a particular area may exchange classes. For example; in one of our schools music, social studies and language are interchanged among the fifth and sixth grade teachers. By the use of this method talent and special interests of individual teachers can best be utilized. This gives each teacher a better opportunity to specialize in the subject matter being taught. At another school, homogeneous groups in reading and arithmetic are taught by alternating teachers on the same grade level. In this way, each group is provided an opportunity to advance at its own rate of learning and each group benefits from better teaching preparation. Departmentalized teaching is dependent wholely upon the special abilities of individual teachers and cannot be made uniform throughout our system. However, in the schools in which the personnel has been available, it has proved to be successful and wherever possible this will be standard operating procedure in our elementary schools.

The report cards used in the elementary schools have been revised and will be issued for the first time during the school year 1959-1960. This revision was necessary because both parents and teachers felt that the card in its current form could be improved. This study of the report card was undertaken during the current calendar year and was included as part of the Wednesday afternoon In-Service Training Program. An extensive survey was made of report cards used in other communities and they were discussed in teachers' meetings. In these meetings, teachers of each grade

throughout the Town met separately with a principal as chairman and composed a report card for that particular grade level. Following these grade level meetings there were two general meetings of teachers, one for grades one through three and the other for grades four through six in which the six suggested report cards were discussed. At these meetings the teachers' opinions were freely expressed and they became the guide for the smaller committees chosen later to draft one report card for the primary grades and one for the intermediate grades. Both parents and teachers who have reviewed the new report card feel that it is a decided improvement over our existing cards.

Art workshops have been held for teachers at all grade levels from kindergarten through grade 6, which has resulted in a stimulating and vigorous creative art program with all of our children. In addition to the workshops, monthly art bulletins are distributed to all teachers giving suggestions for creative art lessons. Among these were seasonal art, new art techniques such as crayon etching, using folded paper for three-dimensional stand-outs, design, illustration, posters, modeling, etching and murals. It is our feeling that more than ever before our children are developing in self-expression, observation, recognition of likes and differences, imagination, organization and interpretation of ideas through many varied media. In the opinion of the elementary school principals our art program is now progressing on a very sound basis under the direction of Miss Eleanor Young.

A most successful and new educational experience was made available to our elementary school with the adoption of a course in natural science and conservation for fifth grade pupils, presented by the Massachusetts Audubon Society. Thirteen one-hour lessons are scheduled, bi-weekly, culminating in a two-hour field trip in the spring. This course emphasizes appreciation and awareness of a person's surroundings and appreciation of inter-relationships of all living things, and accurate observation and interpretation of what was observed. The fifth grade pupils seem most receptive and enthusiastic toward this instruction.

In one of our elementary schools an experimental program in language was initiated last September in grades four through six. Its purpose is to improve the pupil's knowledge of story-telling and his art of writing stories, essays and compositions. Attempts at accomplishing these aims are undertaken in various ways. The pupil is being taught the assimilation of ideas through the five senses. Much practice in writing phrases and similes increases the child's vocabulary and descriptive powers. It is expected that the pupil's conversation and spelling should improve with the practice of clear and accurate speech that is carried on daily in this program. Growth in vocabulary is brought about by the use of specific words which the child has looked up in the dictionary, newspapers or books after he has been given a generic word. By writing a letter each day, the child becomes acquainted with the form of a letter. The parts of speech and simple diagramming are learned to give the child a sound background in grammar.

The T V program presented by the Eastern Massachusetts Council for School Television through Channel 2 on the whole has proved to be successful and worthy of the time and expense that it in-

volves. Although it is still in an experimental stage and programs do vary in their degree of suitablity, the effectiveness of T V teaching is bound to increase as time goes on. We do not expect to see T V replace teachers, but we do expect it to become an important teaching aid. The program for the present school year includes physical science for grade six, natural science for grade five, social studies for grade four, literature for grade three and music for grade two. Before the series of T V programs began, each teacher was given a teaching guide for her grade level. These guides, encompassing all of this series of telecasts, indicated the subject content of each program and suggested activities to be carried out prior to the television presentation and the follow-up activities to enrich and clarify the televised teaching.

The elementary school library program is progressing on schedule with five libraries now in operation. It is hoped that two more schools will be equipped with school libraries in 1959. Efforts are now being made to work out a uniform course of study to be used by librarians from kindergarten through grade six.

With the continued and enthusiastic activity of a sixth grade science club in one of our schools and with an experimental sixth grade science program being undertaken in another of our schools, we feel that in another year we shall be able to initiate a uniform and stronger science program in the upper grades of all of our elementary schools.

JUNIOR HIGH SCHOOLS

During this year a procedure was studied and plans formulated whereby ability-grouping would be done by individual subjects rather than by divisions. In major subjects there would be three divisions (academically-talented, normal and remedial) and each pupil would be assigned on the basis of his past performance and potential ability. Attempts will be made to program subjects so that pupils could be transferred during the year from the normal to the talented, or from the normal to the remedial class or vice-versa. It will be the duty of the counselors, under the supervision of the principals, to study and effect assignments and changes when necessary.

The field of social studies has been examined very carefully this year and some important changes have been made. It had been found that where geography and history had been integrated in any given year the area of geography seemed to suffer. It was therefore decided that geography would be the course content in social studies for grade seven and United States History would be the entire course content for grade eight.

In the past, intensive aptitude and achievement testing had been done with all ninth grade pupils. Beginning with the present school year, this same type of testing will be done with the eighth grade pupils and should be of considerable assistance in course selection for grade nine. The tests administered to the eighth grade pupils are similar in scope to those administered in the past to the ninth grade pupils. It is also intended that in the spring of 1959 meetings of parents of eighth grade pupils in each of the junior

highs will be held and the tests will be explained, while each parent present will have a copy of the test results of his child. This would be the same procedure that had been used previously with the parents of ninth grade pupils.

The action of the School Committee in requiring certain dress regulations for boys, including neckties and doing away with "ducktail" haircuts, cowboy boots and pegged trousers, has resulted in a considerable change in behavior and attitude among certain types of pupils which is being favorably commented upon repeatedly by teachers, principals and parents.

The Junior High Industrial Arts has expanded its visual aids program considerably this year with resultant enrichment in science, social studies, community relationships and current events. In addition, a book loan arrangement with Robbins Library has been most effective in motivating these pupils to read and to become more interested in books. The overall academic program over the past year has been strengthened considerably and is being reflected in the achievement of the pupils.

SENIOR HIGH SCHOOL

International events in the political and scientific fields have projected the American public high school into the national spotlight as an academic system that is not meeting the challenge of the times. We are cognizant of the criticisms and are evaluating constantly our high school program in terms of sound recommendations which are being made by educational leaders. The Conant Study of the American high schools is of considerable interest to us and when the final report is published during the coming year, we shall attempt to implement as many of the recommendations as possible.

It is hoped that the building renovation and addition program will be completed in time for the admission next September of four classes; the ninth grade making its first appearance in the high school since the adoption of the junior high school system nearly forty years ago. The new plant will present excellent opportunities for greater expansion of work in all fields. New facilities as well as more numerous teaching areas in art, music, home economics, shop and physical education will give outlets for those who elect these subjects. It will be necessary in the near future to modernize the chemistry laboratory and plans for that area will present a combined laboratory and classroom. The Vocational School will have a new shop area as well as related work classrooms in a central location, thereby creating a more unified and efficient school.

In order to keep the subject offerings in the high school as flexible as possible a procedure has been devised whereby curricula designations as such will be eliminated from the program of studies and from the list of high school subjects each pupil's program will be tailored to meet his individual needs. This proposal will operate in the following manner: Each year a counselor will meet with each pupil and on the basis of the pupil's past performance, apti-

tude and achievement test scores, and the pupil's interest, a program of subjects for that year will be proposed. This list will be taken home by the pupil for parental approval. If parents have any questions about the program they will be encouraged to meet with the counselor and adjustments will be made in accordance with the now existing regulations and pre-requisites for admission to certain courses. For example; a pupil studying stenography who has an interest and aptitude in algebra and higher mathematics will be able to elect these subjects along with the major business subjects. In the same way, a pupil who has a flare for foreign languages, but is poor in other college preparatory subjects, will be able to elect the foreign languages along with non-college preparatory subjects. The counselors will encourage the pupils to take as difficult subjects as they are capable of handling. However, within the existing regulations and pre-requisites, the parents' wishes in course selection will be met. Wherever feasible, in both junior and senior high schools, there will be three levels of instruction in major subjects; for academically-talented, for average and for remedial pupils with possibilities of inter-change of pupils within these groups at any time. For example; it may be found that a pupil in an average English division seems capable of moving faster than the class is progressing, so he might be shifted to the academically-talented class. Or, a pupil in the academically-talented class who could not keep up with the class might be shifted to the average group. It is expected that with the elimination of the designation "general course", which has a definite stigma, pupils would be prone to take subjects in this area without the violent objections which they and their parents now present.

The Thompson Scholarship Fund which approximates about $11,000. is most valuable in providing financial aid to those who are going on to higher education and who are forced to meet higher and higher tuition costs. This year 69 students received financial aid which helped defray a part of their tuition fees. We are most grateful to the Arlington Women's Club and to the Arlington Parent-Teacher Council who have provided scholarships totaling almost $1,000. In addition, scholarships to the amount of $38,500. were awarded to members of the graduating class from Harvard, Colgate, Simmons, University of Pennsylvania, Wheaton of Massachusetts, Wheaton of Illinois, Northeastern and others.

The fifteenth annual survey of the Guidance Department indicates that nearly 57% of last year's graduating class at Arlington High School has gone on for further full-time education. This is significant in view of the national average which is about 20%. About one-third of the class is in four year, degree-granting institutions with the remainder in business schools, junior colleges, nursing schools, technical schools, etc. Nearly 37% of the class is employed; about 5% is in the Armed Forces; and 1% is ill or at home. As would be expected under present economic conditions and tuition costs, a large proportion of this class is attending colleges in the Greater Boston area with 21 at Northeastern, 16 at Boston University, 9 at Tufts, 9 at Boston College, 7 at Boston State Teachers' College, 5 each at Framingham Teachers', Massachusetts School of Art and Simmons, 4 at Harvard and 1 at Massachusetts Institute of Technology. Other well-known colleges which have enrolled members of the class of 1958 are Bates, Brown, University of Maine,

University of Massachusetts. Babson, Bowdoin, Colgate, Connecticut, Dartmouth, Stanford, Trinity, Michigan, Pennsylvania, Wellesley, Wheaton of Illinois, Wheaton of Massachusetts and Worcester Technology. It is most gratifying to us to report that in view of the present teacher shortage throughout the nation, 25 members of this class are attending Teachers' colleges with about 10 more attending schools of education in other colleges.

It is interesting to note that of those who took college preparatory courses, over 92% of the class has gone on to further study, and of those who took business preparation courses, nearly 71% of the class is employed in office work, with another 24% attending business schools or colleges.

The ability of those who take college preparation work in order to enter the college of their own choosing, as well as the success in meeting the demands of college work, is a testimony of the fine work done by the faculty, as well as a tribute to the policy of our insisting upon high standards. It is pertinent, at this point, to emphasize the excellent guidance work which has played a key part in the direction of the educational paths of these students from their experience in grades, through junior high level and finally to the senior high school. The splendid liaison between the high school guidance counselors and the college admissions officers facilitated the admissions of hundereds of graduates from our High School to colleges of their first choice. This is likewise true of those who have entered the business world directly from High School. It is most gratifying to have representatives from many large business houses visit the high school annually in search of capable young people to enter the mercantile world. Arlington graduates have established fine reputations as a result of the business training courses offered and the standard of instruction given.

PUPIL PERSONNEL SERVICES

This year, in addition to the survey of the graduating class already reported a general study of the college record of our graduates from 1953 through 1957 was undertaken. Although complete data has not yet been received, it can be reported that at least 10% of these pupils have been included on the Dean's or President's honor lists. 12% were granted college scholarships because of their high academic standing; 5% were listed as class officers, or officers of college organizations and 4% graduated magna cum laude or were elected to Phi Beta Kappa, or its equivalent. The colleges represented in the above summary included Amherst, Bates, Boston College, Bowdoin, Brown, Framingham State Teachers' College, Harvard, University of Illinois, Massachusetts Institute of Technology, University of Michigan, Mout Holyoke, Northeastern, Simmons, Smith, Tufts, Wheaton and Williams. Although the Arlington Public Schools do not attempt to take credit for the notable performance of these graduates, nevertheless we feel that it may be safe to assume that our educational program was not remiss in preparing these pupils for college.

It is of interest to note that about 28% of our high school population is employed gainfully in part-time jobs. These pupils average about 18 hours a week and their total weekly earnings represent about $7,300. Among the graduates of the class of 1958, 81 of the 90 girls who went into full-time employment were placed by the Guidance Department. Part-time employment was provided for 303 pupils by the Guidance Department.

From time to time, guidance classes from Tufts University, Harvard Graduate School of Education and Northeastern University have visited the Guidance Office at the High School in order to observe the actual operation of a guidance department and to receive instruction from the Director of Guidance and the counseling staff.

Under the supervision of the Department of Pupil Personnel Services, and as has been reported in the Annual Report of the previous year, an academically-talented class of 6th grade pupils was initiated in the Crosby School and one for 9th grade pupils was begun at the High School. Although these classes had been underway for three months at the time this report was being prepared, it is our feeling that this experiment will prove to be very successful in terms of motivation and academic achievement of these pupils. As has been explained elsewhere in this report, beginning next September academically-talented pupils in our secondary schools will be grouped by subjects rather than by divisions as exist with our present 9th grade.

The 6th grade academically-talented class is following an enrichment program in which the basic subject matter, as outlined in the courses of study for grade 6 is taught, but enriched by a more intensive analysis of underlying concepts and more intensive study in correlated areas. The growth of individual potentiality of any of these pupils which may appear in any field of intellectual endeavor is promoted. Enrichment is particularly provided in areas including language arts in which talents in creative writing and in oral expression are stimulated and developed; conversational French and science, in which elementary experiments are being conducted above and beyond what is normally found in the usual 6th grade class.

Observing demonstrations by speech correctionists, listening to reports from leaders in the field, and comparing notes with counterparts from all over the nation at the American Speech and Hearing Association Convention recently; our speech consultant was convinced that the program in the Arlington Public Schools compares favorably with what is offered in other large school systems around the country. Since each pupil with a speech difficulty, referred by teachers, is included in scheduling our speech classes, the total case load is many times more than one therapist ordinarily considers reasonable. In our 1959 Budget we shall request additional assistance for our speech therapist.

A great deal of our time and energy is expended with individual pupils who are disturbed, unstable, or fail to make a satisfactory adjustment in school. When referred to us by parents or teachers the adjustment counselors usually undertake:

1. Diagnostic study of the individual child by means of:

   a. An evaluation of his current functioning according to the teacher's description.
   b. Evaluation of previous school functioning from kindergarten to the present.
   c. Appraisal for readiness for learning and of motivational factors which is based on observation and conversation with the child.
   d. Appraisal of the child's difficulty in the areas of intelligence testing and projective techniques.
   e. Understanding of environmental factors with the help of parental interviews and occasionally of home visits.
   f. Consultation with other school personnel such as the Reading Consultant, the Speech Therapist, the Attendance Officer, or the Nurse, to obtain additional information of diagnostic significance.

2. Use of findings:

   a. Interpretation of findings to teachers, principals and parents.
   b. Consultation and planning with the family to try to alleviate the difficulty.
   c. When indicated, counseling of the child so he will gain a better understanding of his difficulties by means of informal talks and play interviews.
   d. Referral of the child and his family for counseling and mental health treatment and the fullest possible use of outside recreational facilities, scout groups and church groups, boys' clubs, etc.
   e. Follow-up service in situations where immediate help cannot be achieved in spite of the above mentioned steps. The counseling staff retains a continuing interest in the child and the family.

With the growing acceptance in our community of the various services of the Department of Pupil Personnel Services, the staff finds it increasingly difficult to fulfill promptly all the requests for help. This increased demand is an agreeable, but pressing, problem and there is hope that we shall be able soon to expand our staff.

The balanced approach which the Department of Pupil Personnel Services has developed of both casework and clinical psychology has been found useful, as it represents a many-faceted orientation to the diversified problems of children. Casework techniques have been found most helpful in situations where manipulation of environment and the helping relationship with the family are of prime importance. In other situations individual intelligence testing and personality appraising by projective techniques have been found necessary for diagnostic purposes and for future planning. Frequently a combined approach has proved most effective.

The Department of Pupil Personnel Services has been augmented by the part-time assistance of a psychiatrist who consults with the staff on more complex situations. He is also helpful as a consultant to the overall guidance staff in detailed discussions aimed at increasing the awareness of the interaction between academic and emotional factors. This has been a most necessary addition to our program and we have lagged behind several of our neighboring communities in obtaining this service.

SAFETY PROGRAM

This year the National Safety Council, which closely examines the school safety program in each community, reported to us that, "your town is commended for its safety education program in the public schools". We require an accurate and detailed report of every accident that takes place on school property. These reports are carefully examined to determine if any pattern exists that necessitates corrective measures, and if so, immediate action is taken. Seasonal safety literature is sent to every school for emphasis by teachers in the classroom. Without the active cooperation of the various Town Departments our safety program could not function. Our accident rate of .0036% is testimony of the efficiency of our police-school safety program.

ADULT EDUCATION

Interest in the adult education program seems to continue and this year there was a total enrollment of 1300 students. There is a total of 58 different classes and an instructional staff of 44 teachers. The average attendance in these classes is about 82%. The Americanization classes included students from Italy, Greece, France, Germany, Austria, Armenia, Hungary, the Scandinavian countries, Holland, Latin America, Canada, Puerto Rico and Japan. There is no question that the adult education program we are presenting meets a definite need in the community.

CONCLUSION

In conclusion, may I express to the School Committee, to all my fellow workers in the Arlington Public Schools and to other Officials my appreciation for your kind help and support.

Respectfully submitted,

(Signed) Clifford R. Hall

Superintendent of Schools

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ANNUAL REPORT

OF THE

SCHOOL DEPARTMENT

OF THE

TOWN OF ARLINGTON
MASSACHUSETTS

FOR THE

YEAR ENDING DECEMBER 31, 1957

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ANNUAL REPORT OF THE PUBLIC SCHOOLS

REPORT OF THE SCHOOL COMMITTEE FOR THE YEAR 1957

To the Citizens of Arlington:

The year, 1957, may prove to be an important milestone along the road of public education in the United States because of two developments:

First, the forcible integration of Southern Schools by Federal authority.

Second, the orbiting of the Soviet satellite.

Although the former may affect our nation more seriously in the long run, the latter had more of an immediate impact in most educational circles outside the Deep South. Disclosure of our scientific deficiencies has brought our entire educational system under severe and searching criticism. The immediate result, as might be expected, has been increased emphasis on the teaching of the physical sciences and on the promotion of science as a career field.

A less dramatic, but perhaps in the long run more important result of this educational soul-searching has been a renaissance of acceptance of the values of classical scholarship along with some loss of face by the "life-adjustment" advocates. Arlington's public school system has always tried to capitalize on the virtues and avoid the vices of both approaches to education. Our secondary students may elect as many as five years of foreign language prior to graduation; the student of mathematics and science can choose among chemistry, biology, physics, solid geometry, trigonometry, and advanced algebra. The Arlington High School Class of 1957 made 203 applications for college of which only 11 were rejected. This same class made one of the finest records in the National Merit Scholarship contest of any New England public or private secondary school.

First rate education continues to be expensive. Over the last three years (1955-57), the school budget increased by almost $500,000 (equal to about $7.00 on the real estate tax rate) without any substantial expansion of services or curriculum. The bulk of the expansion represents salary increases, additional teachers, and the operation of two new grammar schools plus that ubiquitous cost-booster, inflation. Continuing prudent financial management is indicated by the following comparative figures for cities and towns nearby:

School Tax Rates and Total Tax Rates
for 1957
As reported by the Massachusetts Teachers Association

Cities	Total	School	Percent
Arlington	$ 70.40	23.79	34%
Belmont	48.00	21.77	45%
Braintree	66.80	33.74	51%
Cambridge	59.40	15.58	26%
Concord	78.40	35.63	45%
Dedham	54.60	22.54	41%
Lexington	52.00	18.37	35%
Malden	69.80	25.18	36%
Medford	54.80	18.74	34%

Melrose	59.80	26.37	44%
Natick	55.60	27.06	49%
Needham	52.00	21.75	42%
Newton	49.20	18.54	38%
Norwood	56.00	16.90	30%
Somerville	71.20	22.63	32%
Stoneham	62.00	23.74	38%
Wakefield	62.80	36.26	58%
Waltham	49.50	19.56	40%
Watertown	59.80	22.80	38%
Wellesley	51.90	24.51	47%
Weymouth	50.00	20.00	40%
Winchester	55.60	24.66	44%

The evidence continues to show that the Arlington taxpayer gets an excellent return for each educational dollar spent.

Another continuing problem is the high level of real estate taxes and the low level of teachers' salaries. Arlington's salary schedule ranks near the best in the State, but it still pays an experienced (10-year) teacher less than most college graduates receive immediately after graduation. Unhappily, little relief is in sight, at least from the State. Political forces are so evenly divided that neither the proponents of a sales tax nor those who advocate increased income taxes can muster the necessary votes. Meanwhile, in this State, tax rates in the $70., $80. and even $90. brackets become more common, and the end is not yet apparent.

Physical Facilities

Completion of the Dallin and Thompson Schools has eased the elementary school housing congestion, although a major problem continues at the secondary level. Contracts for the main portions of the High School Addition were not let during 1957. The earliest possible occupancy date for these buildings is September, 1959. Serious overcrowding has existed at both Junior High Schools for the year 1957-1958. Anticipated enrollment growth assures that this problem will be with us again next year, with the remodelled Lowe Auditorium's 13 classrooms merely easing the present crush at the Senior High School. Meanwhile, the lack of High School gymnasium has compelled the elimination of almost all our indoor physical education program at the High School.

The Committee, for some time, has noted with concern the lack of challenging programs in many public schools, including our own, for the truly gifted child. However, lack of space in the junior and senior high schools, until now, has been a major deterrent. Present plans call for the initiation of such a program in September, 1958, pending final approval of a comprehensive program recently submitted by the Superintendent and described more fully by him in the Superintendent's report.

Although, as noted earlier, the Committee has not been panicked by "Sputnik fever", it has, nevertheless, tried to keep its curriculum policies abreast of the times. Among other things, Arlington is participating in the Educational T.V. program being initiated by the Eastern Massachusettts Council for School Television and is considering the adoption of a new secondary mathematics curriculum which has been prepared by the University of Illinois and the Ford Foundation.

Teachers in general regard the Arlington School System very highly, a fact that is reflected by the lowest rate of personnel turnover for the entire State and by continued applications from more qualified teachers than we can employ. Although our salary range is not the highest, Arlington's school children have suffered very little from the teacher shortage, except in some specialized areas, which speaks well for the Administration of the system.

The highest professional standards and an abhorence of politics, two of the marks of the top-notch school administration, have always characterized the efforts of our Superintendent, Mr. Clifford R. Hall, and our Assistant Superintendent, Dr. Bert A Roens. Arlington is most fortunate to have the services of these dedicated men.

1957 saw the retirement of Mrs. Elsie Meserve, Prinicpal of the Junior High Industrial Arts School, and of Mrs. Marion Ford, Supervisor of Art, both of whom had given many years of devoted service to Arlington's schools. Mrs. Meserve's work in the field of Special Class Instruction had brought national recognition both to herself and to Arlington. Other noteworthy retirements included Miss Arline Avery, who taught for 38 years at the Cutter School; Mrs. Frances M. McCarthy, a teacher at the Jr. High Industrial Arts School, and Mrs. Ruth Branscombe, of the Nursing Staff, both of whom first came to Arlington in 1937.

As for the Committee membership, 1957 saw the election of one new member Professor Bernard A. Forest.

The Committee wishes to note the excellent and conscientious service of its recently-retired Chairman, Mrs. Eleanor J. Strong. Mrs. Strong served from 1949-1957 and was the first woman to be elected Chairman.

The Committee wishes to thank the entire staff for its continued devotion to duty and all the Town Boards and Officials for their cooperation with the Public Schools.

Respectfully submitted,

(Signed) DAVID J. ASHTON
Chairman

ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS FOR THE YEAR 1957

To the School Committee of Arlington:

Ladies and Gentlemen:

It is my privilege to submit for your consideration the following report of the schools for the year 1957. In this report I have taken the liberty of high-lighting only those areas of our school program which have been given special attention or in which new procedures have been developed during this year. The Orientation Program, In-Service Training Program, Special Education, Art, Physical Education, Summer Institute, and Adult Education have been omitted from this report because there has been little change in these areas from what I had submitted in my report of 1955 and 1956.

"Gifted" Children

The problem of providing as adequate a program as possible for the "gifted" pupils throughout our system, which has been under study for some time by the School Committee, administration and teachers, has now culminated in a definite procedure to become effective September, 1958.

In the elementary schools it has been proposed that one special class for very high achievers ("gifted"), at the fifth grade level, be established at one of the elementary schools and pupils be selected on a town-wide basis. Members of this class would be screened by means of objective tests, school records, teachers' opinions and parental consent. Such a class can operate effectively only with an exceptional teacher and negotiations are now underway to secure the services of such a person. It is anticipated that this group would continue together through junior and senior high school.

In addition to this special class for high achievers, the feasibility of establishing voluntary afternoon-classes in science and French for fifth and sixth graders in each of the elementary schools is being investigated.

A special division of seventh grade pupils who are high achievers is planned for each of the junior high schools in September, 1958 with a view of keeping this group together through junior and senior high school and providing them with a more intensive program than now exists.

At the high school level, for those students who indicate very high aptitude in mathematics and science, there will be a special course in chemistry and physics. These pupils will begin chemistry in grade 10 and continue through the first semester of grade 11. The physics course would begin at the second semester of grade 11 and continue through grade 12. The mathematics courses for these pupils would become more intensive, and by the end of grade 12 would include the equivalent of a year of college mathematics. Colleges are now recognizing such advanced work for selected students as has been proposed above, and are admitting these students to sophomore courses in those subjects in which their academic background is adequate.

Besides this special program for the "gifted" which is being superimposed upon our present educational structure, every effort is going to be made to motivate all pupils in all of our classrooms to work up to the limit of their ability. At the elementary level this problem is currently being worked on at some of our Wednesday afternoon workshops, and at the secondary level at departmental, as well as teachers' meetings.

Our Elementary Schools

The problem of increased school population within certain school districts is ever present. Enrollment at the Bishop School continues to rise so that it will be necessary to use the library and the playroom or auditorium as classrooms in September, 1958. At the Peirce School, increased enrollment is forcing a second kindergarten into a basement room. A possible solution to the housing situation in these two schools might be resolved by building a school on Town-owned land on Pheasant Avenue, between the Bishop and Peirce Schools. This has been mentioned in previous reports and by the School Committee in its long-range report to the Committee on Advanced Programming and Budgeting. However, it is not recommended that any action be taken until a decision is made regarding Route 3 and the land-taking that would be involved if this road is to be constructed through Arlington.

School library programs have been instituted at the Bishop, Dallin, Hardy and Thompson Schools, in accordance with the joint program established a year ago by the School Committee and the Board of Library Trustees. Pupils in grades one through six are being taught the care and proper handling of books, how to locate books in the library by using alphabetical arrangements, the Dewey Decimal System and the card catalogue. They are also taught the use of encyclopedias, dictionaries, techniques of notetaking and outlining for the purpose of doing research on various topics. The school librarian has stimulated a greater enthusiasm and love for reading than had ever existed before in these schools by story-telling, giving book talks, reading stories aloud, allowing the pupils to report orally on their reading, helping them select suitable books at their own reading level, and displaying interesting books on various subjects.

This year, the individual elementary schools have experimented with areas of particular interest to them which were then reported to other schools for criticism or adoption, during the Wednesday afternoon meetings. For example, the Brackett and Crosby Schools have given particular attention toward strengthening the audio-visual programs. The Crosby School has also experimented with a creative writing program at the fifth grade level which can be adapted to other grades. The Cutter School has done some preliminary work with educational television in science and social studies, indicating the need for intensive preparatory work prior to viewing a program and follow-up after the program has been seen. The Science Club at the Parmenter School has been described in the previous Town Report and continues to function with considerable enthusiasm on the part of pupils, teachers and parents. Some experimenting with new procedures in the teaching of science have been carried on at the Peirce School. An art workshop is being conducted by the teachers of the Thompson School within their own building, whereby methods and procedures are exchanged on chalk painting, three-dimensional drawing, puppet construction and mural painting.

The experiment of placing special class children at the Crosby School into regular classroom situations in the afternoon seems to be very successful. However, no pressure is placed upon these children to accomplish the work of the grade in areas in which they lack the capacity. The major purpose is to give these children an opportunity to socialize with children of their own age level and to obtain as much as possible from the teaching of cultural subjects. It has been noted that, this procedure is beneficial not only to the special class children, but also to the regular class children who learn to accept the others as equals.

Through our Reading Consultant, services are still available for individual diagnostic testing for pupils with reading difficulties. Appropriate remedial suggestions are then set up for the classroom teacher to follow. This procedure aids considerably in alleviating a number of the reading problems we are meeting in our schools.

An important emphasis in the reading program has been on the development of a firm foundation in phonics so that each child will be provided with a tool for independent attack. Two years ago, a testing program was established whereby all children from grade two through grade six took a diagnostic inventory test in phonics during the first month of school. The results of the test made it possible for each classroom teacher to set up a remedial program in phonics in order to allay general classroom weaknesses and problems encountered by individual pupils.

This diagnostic phonetic test was administered again this fall. It was most encouraging to see that after the conscientious efforts made by the classroom teachers with remedial programs that there was a decided improvement in the results. This testing also indicated what phases our remedial programs must stress this year.

The enrichment of pupil experiences and the cultivation of permanent interests in reading constitutes one of the main objectives of our reading program. This year, as in past years, the classroom teachers will continue to develop recreational reading with their pupils. Research has shown that children will rarely acquire and maintain facile reading skills unless they read voluntarily outside of school. Our reading program is constantly giving attention to the formation of independent "outside-of-school" reading habits. The elementary schools are in the most favorable position for giving children a broad acquaintance with literature and present another reason why our elementary school library program is so important. The peak of voluntary reading, we have discovered, is at about age thirteen. The amount of voluntary reading then decreases sharply from the seventh to the twelfth grade because of increased homework, extra-class activities and part-time work.

Throughout the years we have consistently given much time and effort to the slow reader and the average readers. However, not through desire, but mainly through lack of time and material, the fast moving child, or what today we term the "gifted" child, has been neglected. These children have high mental capacities, but, in our opinion, are not being challenged enough to put this high capacity to work. Hence, along with the program described at the beginning of this report, and with the development of our school libraries, we should be able to overcome this deficiency.

The Secondary School

A better understanding and coordination of the course content in each of the subjects is being achieved by having the teachers, from time to time, in junior and senior high school, meet together by departments. For the first time in a planned and organized program, teachers in the junior and senior high schools are becoming aware of how and what is being taught in their particular subject, in grades other than their own. It is our intention to improve in the same way, the coordination of the work from grade six to grade seven,

For some time, we have been concerned with the difficulty some pupils have in making the transition from elementary school to junior high school, and from junior high school to senior high school. In attempting to correct this situation, the major emphasis in the past has been in working with these individual pupils. It is hoped that with the program described above, there will be reflected in these same pupils, some further alleviation of the transition problem.

The housing problem at the high school since the opening of school in September has been acute. It was necessary to use mechanical drawing rooms, home management rooms, and the Old Hall as homeroom areas for pupils. This situation is expected to be relieved in 1958 as a result of the renovation of the Lowe Auditorium which, when completed, will afford two levels of classrooms, 13 in number. The renovation of the Lowe Auditorium eliminated the boys' physical education unit. Consequently, the winter months for physical education are spent in the locker room with a program of first aid and visual aids pertaining to physical health. This condition will exist until a new gymnasium unit is built.

The present tight admissions situation at many of the nation's colleges has not yet affected our high school This year 54.7% of the graduating class are engaged in further education. This is the third highest proportion going to college in the past fourteen years from any single graduating class. Northeastern University took the largest group, 27, followed by Boston University, 16, and Tufts, 11. Massachusetts Institute of Technology enrolled 4, Simmons 4, Boston College 3, Harvard 2, Wellesley 2, and Jackson 2. Outside of Greater Boston, the University of Massachusetts accepted 4, Bowdoin 2, and Norwich 2. The State Teachers' Colleges admitted the following number: Boston 6, Framingham 6, Fitchburg 3, Massachusetts School of Art 3, and Bridgewater 2. Other prominent colleges which took members of the class of 1957 are Amherst, Colby, Cornell, Middlebury, Mount Holyoke, Notre Dame, Springfield, U. S. Naval Academy, Hawaii, Miami, Michigan, New Hampshire, Wyoming, Williams, and William and Mary. Eleven members of the class are in junior colleges, with Lasell leading the list with 6. Twenty-six are in business schools, led by Katherine Gibbs, Chandler and Burdett. Eight girls are in the process of becoming nurses, four of them at Mount Auburn, and others at Massachusetts Memorial, Deaconess and Peter Bent Brigham Hospitals.

An indication of the effectiveness of the guidance work in the High School is the fact that 89.3% of those who took the college course actually have gone on to further education. From the business curriculum 69.1% are employed in office work, with another 25% attending business school or taking business courses in college. It may be of interest to note that from the college and business curricula 6.4% entered the armed forces.

Scholarships to the amount of $22,375., exclusive of our own Thompson Fund were awarded to members of the June graduating class. The scholarships received were from many of the leading colleges — Northeastern, Simmons, Boston University, University of Michigan, Harvard and others. In addition three seniors, Stanley Masters, Arnold Bradford and John Ottoson qualified for the National Merit Scholarships. Five additional students were given honorable mention for the very high scores they received and were given letters of commendation by the Merit Committee.

Again this year, the High School Guidance Department has been most active in job placement. During 1956, 682 pupils and graduates were placed on full-time and part-time jobs. Because of the shortage of beginning clerical workers, several large companies in Boston have sponsored a program of part-time work beginning in the summer of the junior year and continuing through the senior year, with full-time employment assured after graduation. A large number of our seniors has been encouraged to engage in this program and is now employed by these companies. The program provides an opportunity to apply skills that the students are learning in school to an actual work situation. These students have maintained satisfactory academic records and in many cases have improved their skills in business subjects because of the additional practice and because of a realistic understanding of the need for improvement in order to meet business standards.

This year, 439 students, or 31% of the High School student body, are working part-time with total weekly earnings of $7,168.42. These students are working on an average of 11.8 hours each week.

For many years we have attempted to make our pupils in high school conscious of social responsibilities and, as a result, they have given hundreds of hours of effort to community projects on a volunteer basis. This year, in cooperation with the Bureau of School Projects of the United Community Services, in which our School Administration is active, we are developing a formal program of volunteer services to the hospitals and youth agencies of the area. We feel that this working partnership between the Arlington Public Schools and the agencies of the United Community Services will be most valuable to all participants. This cooperative venture supplements in a most productive manner, the continuing efforts of our schools to inculcate the ideals of service and brotherhood.

Student activity programs at Arlington High School are, we believe, in good balance in relation to academic requirements. The Student Council raised sufficient funds to invite another representative of the American Field Service to spend a year at Arlington High School. The Allied Youth Post, which was established in 1956, sent 39 students to Buck Hill Falls, Pennsylvania, where a national convention was held with students from all over the country. The purpose of this organization is to discourage the use of alcoholic beverages among high school students. The Gilbert and Sullivan Club and Dramatic Club presented excellent entertainment under most competent faculty leadership. At this point, it is also important to draw attention to the excellent scenery painting project under the direction of the Art Department. This is the first time that the scenery had not been hired for dramatic club plays, and opens up a new interest for high school art students. The high school orchestra and band, as well as the girls' and boys' glee clubs and Harmonettes, have

afforded the students an excellent music program and stimulated the appreciation of good music. The 1957 Senior Year Book received a first prize from the Columbia University Press Association in a national competition with high school yearbooks. The high school newspaper, the Book Review Club, the Library Corps, the Fine Arts Club, the Debating Club, the Stamp Club, and the Chess Club have all contributed significantly to the growth and development of our students. The athletic program has maintained a good standard. An excellent student interest and large enrollment in football was realized this fall along with girls' field hockey, ice hockey, girls' and boy's basketball, cross country, winter and spring track, girls' and boys' baseball, girls' and boys' tennis and golf.

Problems now under study in the high school are the possibility of an increase in the length of the school day; one hour periods instead of forty minute periods; and adoption of the Kenyon Plan, involving the preparation of students for college at an earlier age than they would normally be admitted.

In the Vocational School, the screening process being developed of admitting only students who have demonstrated ability and seriousness of purpose to profit from trade training, has resulted in a significant rise in the level of performance of these pupils. Our goal is to admit, eventually, only students of good academic ability who have high mechanical aptitudes, and to eliminate the pupils who regard vocational school as an easier way to obtain a high school diploma.

Pupil Personnel Services

The main types of problems which have been referred by teachers and parents to the Department of Pupil Personnel Services for further study and action were in the following areas:

1. Learning inhibition in spite of good intelligence.
2. Behavior problems of various degrees of seriousness, from disobedience to stealing and truancy.
3. Problems of distractibility, restlessness, and inability to concentrate.
4. Anxiousness and withdrawn behavior, i. e., the fearful child who is more a problem to himself than to the teacher.
5. School phobias.

In all of these types of difficulties, it is necessary for the counselor to make, with the cooperation of parents, a thorough diagnostic study of the child and his environment in order to find the underlying causes. Only with this knowledge can the counselor decide what is the best means of helping the child. If the services of an outside agency or clinic are needed, a counselor must be able to give full information about the child, for the chances of help from the agencies are very poor in these times of overcrowded facilities. In addition, many parents are not aware of the resources available in Greater Boston, and it is one of the tasks of the counselor to make initial contacts for parents to use such facilities as a child guidance clinic, a hospital, or the Family Service Association.

When the counselor feels that the child's difficulty is of a less serious nature or is part of the process of growing up, he or she tries to help the child immediately which requires, of course, a close contact with the teacher as well as the parent. Closer contacts with

parents and teachers have received more attention this year because an additional adjustment counselor has been added to the staff. She has specialized in working with mothers by helping them to find more satisfactory methods of handling their child's difficulties.

Compared to last year, we feel that some of the children referred this year have somewhat more serious difficulties. It is our general impression that teachers and principals in our schools are not only more alert in spotting difficulties at an early age, but are less fearful that such a referral may throw a poor light on their own ability to handle the situation. Both parents and teachers no longer regard the counselors as meddlesome intruders who might tell them what to do without consulting their own ideas about a particular problem. The emotional climate in our schools has been, in general, most favorable, and psychological evaluations have been sought by teachers and many recommendations have been intelligently and cooperatively carried out by them. Those teachers who still think that a mental hygiene approach to difficult children represents "coddling", and that punitive methods with rigid firmness are the only means of handling laziness and lack of discipline, are in a small minority.

Experience over the years has shown clearly that the work of the counselors cannot be successful unless the child's parents, as well as teachers and principals, are cooperative. This awareness has led to the conclusion that the counselors should not try to work with a child individually, unless the parents are in full agreement and unless they are willing to realize that they may have to make certain efforts on behalf of helping the child to make a proper adjustment.

It is a recognized fact that a considerable amount of time and energy must be invested in each maladjusted child and the people surrounding him, if any lasting change in behavior and learning motivation is to be expected. For this reason, it appears unavoidable that it is more satisfactory to help fewer children during a given time than to attempt to serve a great number on a superficial level. As the waiting list indicates, we may not be able to help all children in need immediately. As long as the means of changing behavior is dependent upon the child's and his parent's ability to understand themselves better, the process of helping will be a time-consuming one. Only when the emotional health of a child has been restored to a reasonably satisfactory level can his intellectual powers be free for the process of learning which is, after all, the main objective of the school.

The speech consultant continues to visit every elementary school twice each week to provide therapy for pupils handicapped by articulatory and voice disorders, stuttering, delayed speech, cleft palate and cerebral palsy. In addition, speech defective kindergarteners and members of special classes receive help, as well as high school pupils referred by the guidance counselors.

At the end of the first quarter of the 1957-58 school year, 331 elementary school pupils had been referred by teachers for speech correction. According to our enrollment, that figure corresponds with the national computation of 10% for the average number of speech handicapped children in the United States. This speaks well for the alertness and judgment of our teachers.

For the second year in succession, about one-half of the pupils referred, or 179 last year and 162 this year, are cases never before brought to the attention of the speech consultant. Of the 169 cases who

had received some speech help, 93 were among the 179 new cases of a year ago. Thus the number of pupils who had had more than a year of speech therapy amounted to less than one-fourth of this year's referrals.

Teachers and parents report a general lightheartedness on the part of pupils returning from speech sessions. Frequently, other members of the class or family will ask to go next time. Such an attitude is ideal in children who must be encouraged to help themselves. Since no stigma is connected with their short absences from class, therapy goes forward unencumbered by an atmosphere of self-consciousness.

As our school system grows, the numbers of physically-handicapped and educable class pupils requiring transportation to special schools also increases. As a result, the department now operates two beach-wagons, one on a full-time basis and the other about five hours per day. It is anticipated that the second beach-wagon may be required to operate on a full-time basis by September, 1958. This is necessitated by having to meet, within reason, the nearly simultaneous opening and closing hours of several divergently located specialized schools. The Town is reimbursed by the State for nearly all of this transportation service. In addition, these out-of-town schools offer services which we would otherwise be unable to provide, except at a very high per pupil cost.

The department this year has aided in arranging several vocational rehabilitation type training courses for individual physically-handicapped pupils. This is an area of education which is grossly neglected, but much needed in order to make happy, useful citizens of these unfortunate, though capable, persons.

Within the last year, the drop-out rate has shown an upward trend. It is too early to determine whether this is only consistent with the increased enrollment, or is a significant trend in itself. The rise of drop-outs from September to December this school year is approximately two-fifths above the corresponding date a year ago. A continuance at this rate would be highly significant and a cause for concern even though the total drop-out rate would still probably be below three per cent for the school year. This situation will be observed very closely.

Conclusion

In conclusion, may I express to the School Committee, to all my fellow workers in the Department and to other officials, my appreciation for your kind help and support.

Respectfully submitted,

(Signed) CLIFFORD R. HALL

Superintendent of Schools

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ANNUAL REPORT

OF THE

SCHOOL DEPARTMENT

OF THE

TOWN OF ARLINGTON
MASSACHUSETTS

FOR THE

YEAR ENDING DECEMBER 31, 1956

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ANNUAL REPORT OF THE PUBLIC SCHOOLS

REPORT OF THE SCHOOL COMMITTEE FOR THE YEAR 1956

To the Citizens of Arlington:

This year, 1956, two elementary schools were completed and occupied—the Cyrus E. Dallin and the Francis E. Thompson. Both are modern, functional buildings. They contain the newest facilities for carrying out the teaching program at the elementary level. They are well equipped and decorated in an up-to-date fashion, with thought given to the needs of the foreseeable tomorrow. Arlington may be proud of them.

The 1956 Town Meeting, at the request of the School Committee, voted the sum of $1,716,500. for additions and reconstruction at the High School, to solve the secondary and junior high school housing problem. The buildings will include classrooms and facilities for grades 9 through 12. The new construction will relieve the overcrowding in the junior highs as the ninth grade moves into the High School Building and the change from the 6-3-3 to 6-2-4 organization goes into effect.

A joint committee of representatives of the Arlington Teacher's Association and members of the School Committee was formed to study the teacher salary schedule and to prepare a long range salary plan. Both groups have found an exchange of point of view valuable. Study of these matters will continue.

The salaries of our teachers are inescapably tied to the quality of the teaching in our schools. Four years of training and a Bachelor's Degree are required for entrance into the teaching profession today in Massachusetts. It is a changing and expanding field. To advance professionally, even to stay abreast of the knowledge and skills of his field, a teacher must continue to study. A good school system, to remain so, must require it. In a rising economy the salaries of teachers must advance if we wish to attract high calibre people to this profession. Salaries are the largest part of our school budget. How far can we go? The Town should expect this matter of salaries to be of continuing consideration and there is no question but that some relief to the home-owner must be forthcoming from the Commonwealth of Massachusetts in the matter of increased State-aid to schools.

The Committee, this year, revised the following written goals for the Arlington Public Schools:

1. To help each individual pupil acquire fundamental knowledge and skills so that he may secure maximum intellectual growth.
2. To stimulate in each individual pupil the ability to think critically, to express himself clearly, both in writing and orally, and to exercise his own judgement as a responsible citizen.
3. To enrich the life of each individual pupil through appreciation of and creative expression in art, music, science and literature.
4. To imbue each pupil with a zest for discovery of knowledge by providing materials which will satisfy his intellectual curiosity.

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5. To provide an appropriate physical education program, including remedial instruction where necessary.
6. To help each individual pupil develop the desire and ability to live, learn, work, think, and play together.
7. To allow each individual pupil to explore his own aptitudes and gain experiences basic to occupational proficiency.
8. To emphasize the value of individual integrity, respect for public and private property, the democratic processes of living, or in other words, the value of good citizenship.

In September a first two day Orientation Program for Arlington's teachers was held. It served to introduce new teachers to the Town, its schools and personnel, and as a general briefing period. A more detailed statement of this program is contained in the Superintendent's report.

Cooperating with the Board of Library Trustees, the Committee has voted to commence the development of a school library program. The beginning will be a modest one to make use of present facilities; the development will be gradual to spread the cost. Further comment is included in the Superintendent's report.

The Committee has held its appointed sessions, with special meetings as necessary. An open meeting on the Budget was held in December in the High School Auditorium. Attendance by School Committee members has been regular. Many hours have been devoted to the business of operating the Arlington School System. Able, professional leadership has come from Superintendent Clifford R. Hall and Assistant Superintendent Bert A. Roens. The business transacted is recorded in the minutes of the Committee.

The School Budget must once again be increased. The Committee wishes to note that we cannot build and equip, staff and maintain new schools and provide for additional enrollment without such increases. Good schools cost money. The Committee believes Arlington citizens have indicated that they want good schools.

It should be noted that the return to the Town of Arlington from the Commonwealth of Massachusetts for school costs, which does not appear in the school budget, but which does reduce the overall tax rate, will be $306,953 this year, equivalent to approximately $4.00 on the tax rate.

The Committee mentions with sadness in its annual report the deaths of two members of the teaching staff Bernice M. Main, a Peirce School teacher, who came to Arlington in 1930 and passed away May 18, 1956. H. Miriam Braley, a Locke School teacher, came to Arlington in 1918 and passed away February 2, 1956.

The Committee also desires to note in its annual report the retirement of personnel who have served long and faithfully in the schools of Arlington: Helen Hartford, Jr. High East, 1926-1956; Edna MacArthur, Locke School, 1916-1956; Martha S. Moffatt, Senior High School, 1920-1956; Veronica Barry, Senior High School, 1926-1956; Roger S. Houston, Jr. High East, 1928-1956 and the resignation of Ralph W. Brown. Mr. Brown was assistant principal of the Jr. High East and taught in Arlington from 1946-1956.

The Committee expresses its thanks and appreciation to all the staff of the Arlington Public Schools for their whole-hearted cooperation and assistance in carrying out their duties and responsibilities to the children of the Town.

To the Town Manager and Town Officials for their cooperation when requested and the Arlington School Citizens' Committee for its aid and support of the High School Building Project; to the citizens of Arlington who have so well supported their school system, the Committee expresses its gratitude and appreciation.

Respectfully submitted,

(Signed) ELEANOR J. STRONG
Chairman

ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS FOR THE YEAR 1956

To the School Committee of Arlington

Ladies and Gentlemen:

It is my privilege to submit for your consideration the following report of the schools for the year 1956. I am including in my report excerpts from the annual reports submitted to me by various principals, supervisors and committees.

OUR ELEMENTARY SCHOOLS

Orientation Program

An experiment inaugurated in September of this year of providing a three day orientation meeting for elementary school teachers, prior to the formal opening of school, proved to be so successful in the opinion of teachers and administrators that every effort will be made to have this become an annual event.

The first day began with a coffee hour at the Hardy School, provided by the Parent-Teacher Association for all elementary teachers. Following this general get-together, the teachers were welcomed by the Chairman of the School Committee. The Superintendent followed with an explanation to new teachers of the Arlington School System and its organization. The Assistant Superintendent then addressed the group on our present and future goals. This was followed by greetings from the President of the Arlington Teachers' Association. A representative of the School Citizens' Committee explained the origin and work of this organization. The teachers were then told of the work of the P.T.A. by the President of the Arlington Council, who introduced each of the P.T.A. unit presidents. A buffet luncheon was served by the P.T.A. to the teachers and other school personnel present.

On the following two days the teachers separated into groups under the leadership of the several supervisors and principals and discussions were conducted on the various aspects of the elementary school program.

In-Service Training Program

As part of the Wednesday afternoon in-service training program, the kindergarten teachers throughout the system are meeting each Wednesday to formalize and unify their course of study.

The kindergarten is the child's first introduction to a large social group and it is the responsibility of the kindergarten teacher to help the child make a wholesome beginning of adjustment to society. Because the kindergarten is an integral part of the elementary school program, emphasis is placed on building a sound foundation for the child's later school years. This foundation is laid by the teacher who guides their physical, social-emotional and mental growth in the right direction. Each child is recognized as a unique individual and his experiences in school are planned to stimulate growth in keeping with his own capacity to learn. The entire kindergarten program is an experience in social living for children with emphasis on health, work, play, security and adventure.

The following is a summary of what the kindergarten teachers have set up as goals to achieve at the end of the child's first year in school:

Physical Growth — Improved physical coordination of the larger muscles by being able to walk, run, march, skip, jump, hop and climb; improved coordination of the smaller muscles by being able to use crayons, scissors and paint brushes; improved posture and balance when standing, walking or sitting; development of alertness, quick responses and accuracy; development of graceful bodily movements; development of eye span for reading.

Social-Emotional Growth — To make normal adjustment to a new situation such as entering school and adjusting to various phases of school life; to participate in group activities; to develop self-control under trying conditions; to learn to observe the rules of the group; to acquire good personal habits; to learn good health habits; to learn to attend school reguarly; to be responsible for putting on and removing own clothing; to learn to hang up his own clothes; to learn to respond to signals and directions; to know the location of materials in the kindergarten room; to learn to return materials to their proper places; to learn to observe safety rules; to learn to work and play together; to learn to share and take turns; to learn to take care of himself; to develop kindness, courtesy, patience and good manners; to discover and encourage friendships; to learn to feel relaxed, poised and secure in a group situation; to assume and follow through with responsibility; to learn to solve problems at his own level; to contribute to the group and to appreciate others' efforts and accomplishments; to gain in self-confidence.

Mental Growth — Language—To know his own name; to know his address and telephone number; to know his parents' names; to know his own age; to learn to speak distinctly; to learn to listen; to learn to ask questions; to learn to speak in sentences; to learn that pictures tell stories; to learn new words and meanings; to learn to create stories; to learn to dictate stories.

Reading Readiness — To develop eye and hand coordination; to learn to read from left to right; to learn to observe likenesses and differences; to learn to recognize rhyming sounds; to learn

to recognize beginning and ending sounds; to learn picture sequences; to learn to recognize that letters make words; to learn to recognize his own name.

Writing — To have a general recognition of letters; to learn to write his first name in manuscript using upper and lower case letters.

Number — To recognize numbers through ten; to learn to write numbers through ten; to learn number concepts through ten; to count by rote to 25; to increase number vocabulary; to begin to understand use and value of money; to learn to tell time.

Music — To learn to sing in a light clear voice; to learn to sing songs; to learn to respond to rhythm; to learn singing games and dances; to learn to create melodies.

Science — To learn more about the world in which the child lives; to observe and participate in simple experiments; to discover how things grow; to learn how to care for pets.

Art — To learn the primary and secondary colors; to experiment with clay, crayon, paints and other media; to be aware that art is a means of self-expression.

As an adjunct to the in-service training program for teachers, the Arlington Public Schools, in cooperation with the Massachusetts Association for Mental Health, has been conducting a Mental Health Workshop for elementary and junior high teachers, administrators and supervisors.

Six groups of 15 members each, meet with leaders to discuss everyday school situations which develop as teachers work with children. Teachers participating in the workshop receive credit for professional improvement, but the expense is borne by the teachers and the meetings take place after school hours. The present workshops will be followed by another 15 two-hour weekly series for secondary school teachers.

As another aspect of our Wednesday afternoon in-service program for elementary teachers, each grade met separately with the reading consultant. At these meetings current trends and research in the field of reading were discussed. We are always seeking new ways and means to increase a child's readability. All the research emphatically agreed that phonics were one necessary phase in growth in reading, but not the total picture. If children are to make real progress in reading, they must be taught to read with meaning. As a result of these in-service meetings, it was decided that our emphasis for the year would be placed on reading with meaning. This emphasis on meaning is consistent with the preparation of children to become effective citizens. Passive acceptance of surface meaning is not enough. Children need to think as they read and it is the school's responsibility to develop wide, permanent carry-over interests in reading. This is not possible if children fail to understand what they are reading. As soon as children become aware of the fact that they will be questioned about the deeper meanings and underlying significances of the printed page, they will begin to think as they read. As the material increases in complexity, the questions become more and more analytical, so that children are required to become more and more discerning. Many purposes for reading in the classroom are developed to

guide children in this skill for reading with meaning. Some of these various skills include reading to: find answers to specific questions; find the central thought of a selection; follow the sequence of related facts; enjoy the factors or story; find the most important points and supporting details; judge the validity of statements; draw valid conclusions; remember what is read; follow directions with reasonable speed and accuracy. In our constant effort to develop the mechanics of reading, our final aim is to make reading an experience that will enrich the child's life now and in the years to come. This goal will not be achieved unless we have taught the child the skill of reading with meaning. If the child is to mature in reading, provisions must be made for his growth in basic meanings and understandings. At the end of the sixth grade, boys and girls should get more personal values from their reading. Their capacity for emotional response increases and they gain understandings of other people and their own problems.

With the opening of the Dallin and Thompson Schools, class sizes in the elementary grades, for the first time in many years, are at a level where considerable individual attention can be given by teachers to a large majority of our pupils. Exclusive of kindergarten, only 9 of 129 elementary classrooms have an enrollment of more than 30 pupils. However, this ratio cannot be maintained for very long unless some relief is found for the increase in pupil population in the Indian Ridge section. In accordance with the recommendation made by the School Committee in 1953 to the Town Committee of Advanced Programming and Budgeting, the construction of an elementary school on the land on Pheasant Avenue, controlled by the School Committee, would solve the increased enrollment problem in the Peirce, Cutter and Bishop Schools. It would also locate a school in a central area which is rapidly growing and would solve the school housing and construction problem for the future.

Because of the inadequate libraries in the elementary schools, a joint committee composed of members of the Library Trustees, three members of the School Committee, the Superintendent and the Town Librarian, have undertaken the study of elementary school library facilities. Although the Arlington Public Library has been most cooperative in extending itself to the limit in providing books and librarian service in our elementary schools, the fact remains that these services are now woefully inadequate in meeting the needs of our pupils. Recommendations made in the proposed budgets for 1957 of both the School Committee and the Library Trustees, should begin to fulfill some of our school library needs.

One of the most unusual innovations in our elementary schools has been in the establishing of a complete weather station at the Parmenter School, donated by the Parent-Teacher Association. A series of lectures was given to the sixth grade by a parent who is a member of the United States Weather Bureau. Reading from the instruments are taken twice daily and recorded on government charts. Forecasts are made to the classrooms each day from the information gathered. The weather teams, composed of 6th grade pupils, are rotated each week, giving everyone in that grade an opportunity to participate. This weather station is a phase of a project called the Friends of Science. The purpose of this project is to introduce interested children to a wide variety of science activities. Speakers on any topic of science were invited from the

parents of the school. Among the topics that will be presented are: the lunar eclipse; sub-zero temperatures; jet flight; elements of psychology; elements of anatomy and mathematics. This entire science project was organized and planned by two sixth grade teachers and a parent's committee. It is an excellent example of cooperation between the home and the school, and the use of community resources in our teaching program.

Arlington's oldest school building, the Russell School on Medford Street, which served the community since 1872, closed in June of this year. The Parent-Teacher Association sponsored a farewell party on June ninth, and several hundred former students and teachers gathered for the occasion. This three story building was, at one time, the only school in Arlington and served all grades. The Russell School was named for the Honorable James Russell who served on the School Committee from 1820-1841. It was he who gave to the town the land commonly known as Russell Park, which was used as the school playground.

THE JUNIOR HIGH SCHOOLS

The major problem in both junior high schools continues to be the over crowded conditions. In many cases, classes have been expanded to numbers greater than the physical standard classroom size of thirty-five. In one of the junior high schools, classes are conducted in the auditorium and cafeteria. This situation will exist until such time as the high school addition will permit the transfer of the ninth grade to the high school building.

Throughout the year, the faculties of the junior high schools have been engaged in revising the courses of study under the supervision of the respective heads of the department of the High School. With the exception of Mathematics and Social Studies, the courses of study have been completed and duplicated.

At the Junior High West, four different teacher workshops have been organized to study and make recommendations concerning major academic problems. One group is concerned with evaluating a new comprehensive orientation program involving incoming seventh graders. A second group of teachers is making a survey of the method of handling discipline. A third group is studying various problems of a practical nature which a pupil meets as he goes through a school day and a fourth group is concerned with home study problems.

At the Junior High School East, a special study is in progress of how and where instruction for all pupils on "How to Study" may be successfully implemented in the junior high program. Attempts at teaching this in the past to pupils have not been too successful, but the present study seems encouraging. It is expected that sufficient progress will be made so that an effective unit on "How to Study" will be offered to junior high school pupils beginning in September, 1957.

THE SENIOR HIGH SCHOOL

In the High School this year much emphasis is being placed upon the development of an effective general course. Each year about 45% of the Senior Class goes on to higher education from the college preparatory course. The content of this course is vir-

tually dictated by the standard college entrance requirements. The Commercial Course offers three curricula for those who desire business training, and this concerns about 35% of the senior class. This leaves a challenge to the school to make the General Course for the remaining 20% as meaningful as possible, for it is from this group that the largest percentage of drop-outs come. General course pupils have individual programs made up with the assistance of the Guidance counselors from all the subjects available in the high school, dependent upon the ability and needs of the individual concerned.

The English Department was strengthened this year with the addition of a trained teacher in remedial reading. By special assignment, certain pupils who have reading difficulties meet in small groups with this teacher, and, although it is too soon to record results, it is felt that this program will be of great value for those pupils toward better scholarship.

Special notice should be made of the placing of one of our gifted students at Radcliffe College with advanced standing in Latin. This was made possible through the initiative and interest of Miss Rounds of the Latin Department, who tutored this student during her free time. As other unusual students present themselves, a similar program is planned in other study areas. This procedure for the present seems to be our only solution for the unusually gifted pupil.

The philosophy of encouraging student initiative and leadership has paid its dividends in many gratifying ways during this year. Once again, the Student Council raised sufficient money to invite a foreign student to attend Arlington High School for the year. Under the auspices of the American Field Service, Miss Christian Nyqvist, a student from Stockholm, Sweden, was selected.

Another extra-curricula advance was the establishing of an Allied Youth Post at Arlington High School. This is a nation-wide organization whose purpose is to establish the fact that alcoholic drinking at the high school age is not acceptable or necessary. Nine students attended a National Convention of over 500 delegates from 45 states and Canada at Buck Hill Falls, Pennsylvania. Over 150 students are full-fledged members of the Arlington post.

VOCATIONAL HIGH SCHOOL

Arlington Vocational High School graduated 41 in June 1956, 30 of whom went to work at the trade for which they received training. Three boys were employed at work allied to their trade, 7 enlisted in the armed forces while one went on for further education. Thirteen of the graduates had been in our Part-time Cooperative School and were employed at their trade on alternate weeks during most of their Senior year.

During this school year, the Ford Motor Company contributed to the Auto Shop a new '56 eight cylinder motor which is to be set up for use in our related class room. The Machine department has acquired two new lathes, one with complete accessories from the Massachusetts State Agency for Surplus Property. A DoAll bandsaw was also purchased and it is planned, over several years, to gradually replace some of the older machine tools that were obtained from the State as Surplus Property.

PUPIL PERSONNEL SERVICES

Since last year, the Arlington Public Schools has added an Elementary School Adjustment Counselor to its staff. Because this position is rather unique in public schools, a detailed statement follows as to how this individual operates in our program. It is the function of the elementary counselor to deal with the many types of unusual behavior that invariably arise when a large group of children attend school. One child may be aggressive towards other children and disobedient to the teacher; another child may daydream in the classroom and not do any work in spite of good or even high intelligence; and a third one may exhibit temper tantrums whenever he fails or when the slightest demands are made on him.

A thorough study of the individual child is usually needed to find out just why the child behaves in such an unacceptable manner. Usually the teacher and the principal have already had one or more interviews with the child's mother to enlist her help. In a great many cases such cooperation between school personnel and mother helps the teacher to understand why Johnny misbehaves. However, when such interviews do not throw any further light on the problem, the Adjustment Counselor is asked for further suggestions.

The method which this Adjustment Counselor has used to understand the underlying causes of problem children is the technique of the clinical psychologist. To ask a child why he hits other children, why he consistently disobeys, why he daydreams, will not be of any avail because the child does not know. The causes of his misbehavior are nearly always unconscious, and, in the few cases where the child has some dim awareness of the reasons, he would be afraid to admit them. These children usually think of themselves as "bad children" as they may often be called by exasperated adults.

Projective tests have been called the X-rays of the mind; they are the tools of the clinical psychologist to ascertain the unconscious thoughts, feelings and attitudes of children and adults. By telling stories to vaguely drawn pictures, which could mean a variety of things, the subject indicates what he thinks are the most important features of these pictures. By interpreting irregular shapes of inkblots, the child reveals how much fantasy and how much sense of reality he has, and most of all, how he handles his emotions when he is confronted with a new and fearful situation. Drawings and doll play are also used, especially for the young child, to find out how he feels about school, his playmates, his family, and other aspects of his environment.

Such a diagnostic testing and interview session takes five to six hours and is usually distributed over two or three mornings. Most children enjoy these informal testing situations. Although some have to overcome the initial uneasiness of the new experience, many want to come back to "play more games" with the counselor. The child is frequently praised in order to involve his whole personality in the tasks asked of him. The more secure and relaxed, the more will the child feel free to talk about himself, and the more energy will he have available for good work. Under such favorable conditions, a disturbed child's I.Q. may sometimes be considerably higher than under the usual less personal

testing situation in the classroom. Children who remain shy and unresponsive after hours of friendly conversation and play, reveal in this way that they suffer from serious anxieties.

After the interview, the counselor prepares a comprehensive report on his findings and discusses with teacher and mother what would be the best steps to take. If the psychological findings indicate that the child's difficulty might be of a physical or organic nature, a referral to the Children's Hospital, or a private physician, or a neurologist is suggested to the parents. If the child's difficulty seems to have a deep-seated emotional basis, the child is referred to a Child Guidance Clinic. A psychological report of the adjustment counselor usually speeds the long process of waiting for an appointment at some of these clinics. However, if the chid's behavior is of a less serious nature and needs, primarily, a deeper understanding of the causes of his atypical behavior, then the adjustment counselor tries to work out the difficulty with the child, the teacher and the mother. Whenever possible, the mother is referred to the Family Society to be helped toward a better understanding of the close relationship between a mother's attitude and her child's behavior. Sometimes other members of the family, the father, or the brothers and sisters, are also involved.

A fully employed adjustment counselor can take care of about 50 children a year for a thorough psychological study, if she also takes over a share of the therapeutic work. Some children take, of course, much more time than others. Children with school phobia and pre-delinquent children have been the type of cases that have taken an unusually large amount of the adjustment counselor's time. Some mothers and teachers keep in touch with the counselor to report on progress or lack of it, and this follow-up contact is very important, but time-consuming. It would be desirable if an additional adjustment counselor could be added to the team. Then one could spend most of her time with diagnostic and play therapy work with the children as well as conferences with teachers, for which there is now not sufficient time, and the other could concentrate on the counseling of mothers and make the contacts with the various children's agencies and clinics.

During the year of 1956, the Division of Pupil Personnel Services set up a second Special Class located at the Crosby School, servicing the three East Arlington elementary schools. The additional special class enables the system to reach youngsters in need of this type of education at an earlier age. This helps to reduce the personality and social problems which may arise when these pupils meet with constant frustration in the regular primary grades.

The polio epidemic of the fall of 1955 has made heavier demands on the Home Instruction program, necessitating the use of two part-time teachers at the secondary level. Special school programs and counseling have been arranged for these and other physically handicapped children whose schooling has been temporarily interrupted. In conjunction with our transportation program, we have been able to have two more polio convalescents attend the Boston Industrial School for Crippled Children where they can receive the specialized care and program which they require.

The increase in the need for specialized schooling for the sight-saving, blind, crippled and mentally handicapped has taxed our own transportation facilities to the point where an additional part-time driver is being utilized. This driver, through the co-operation of the Town Manager, uses a car borrowed from another town department. The need for another car in our department is pointed up by the present transportation situation. Afternoon schedules are now so tight that a five minute traffic delay prevents the schedule from operating in a satisfactory manner.

The Home Instruction program would better serve the out-of-school group if it were increased from the minimum requirement of two hours per week to three hours per week. None of our recent convalescents or permanently handicapped youngsters has ever been restricted by a physician to short hours of study. Except for the student of high ability, most pupils require more explanation of assignments than it is possible to give in two hours per week.

The High School Guidance Department is particularly concerned about the increasing number of good students who will be applying for entrance into the colleges in the next few years. As competition is keener, good preparation is more essential than it has ever been and every effort is being made to point out to our pupils the importance of maintaining a good high school record. These students must be made to realize that their college admission's record is not made in just the year before high school graduation, but begins with the ninth grade.

The Guidance Department continued participation in the Youth Growth study of the Educational Testing Service. This study is planned to measure the effects of growth in the characteristics measured by the verbal and mathematical tests of the College Board Scholastic Aptitude Test. After each test during the past year, the counselors have received a report of our students' performances. These reports have been helpful to the counselors and have been valuable supplements to our own testing program.

In May, the Arlington High School gave the Advanced Placement Examinations of the College Entrance Examination Board. These examinations are offered to able students, who, after doing advanced college level work in high scohol, wish to demonstrate their readiness for courses more advanced than those usually studied in the freshman year.

In October, our senior group again took part in the Merit Scholarship Qualifying Test. As a result of last year's test, an Arlington High School boy was one of the national winners of the Sears-Roebuck Foundation Scholarships, and is now attending Amherst College. Three pupils this year qualified for Merit Scholarships. This is a larger number than qualify in most high schools throughout the country.

The class graduating in June, 1956, in addition to the Thompson Scholarships, was awarded more than $24,000. in scholarships from such colleges as Bryn Mawr, Tufts, Cornell, Brown, Harvard, Northeastern, Boston University, Simmons, Purdue, Barnard and Bates.

Again this year, the job-placement bureau within the High School Guidance Department has been most active. During 1956, 678 pupils and graduates were placed on full-time and part-time jobs. A survey made on November 15 indicates that part-time employment is at the highest level it has been for the past five years. A total of 415 students, (32.5% of the school enrollment) are earning $7,531.29 a week. The average weekly earning is $18.15. Last year 52% of the students were working from eleven to twenty hours. This year, 63% of the students are working from twenty-one to thirty hours per week. The Assistant Principals are working closely with the Guidance Department to make certain that the students who are being placed on jobs are not jeopardizing their school or attendance records.

Career conferences have been continued during the school year to help students learn more about occupations from men and women actually engaged in various fields of work. These conferences have been held through the cooperation of professional and business men and women of Arlington, Greater Boston and Northeastern University. In addition to these conferences, the Arlington Rotary Club has initiated a program now in operation in which members in the various fields of work have offered to act as advisory groups to our students.

The speech correction program is concerned with pupils who have trouble communicating; pupils who are unusually self-conscious while speaking; or pupils whose speech peculiarity calls attention to itself. The types of difficulties found among pupils in our schools include; articulatory; voice, stuttering, delayed speech, cleft palate, cerebral palsy, and various combinations of these. Referrals of speech handicapped pupils to the speech consultant are made by teachers who notice the need for speech therapy. Of the 346 referrals in September of 1956, 179 are new cases. Pupils referred in 1955 who have improved to a point where they no longer need speech correction number 95. A total of 564 cases have received speech help since September, 1954. Some of these, although not referred this year, require periodic follow-up. Every effort is made to give as much time as possible to the kindergartens where good speech habits may be readily substituted for the numerous bad ones, and to the special classes where the speech tool is so important. The speech consultant is establishing on the junior level, a speaking voice clinic for young people who display inadequate volume. The goal of the speech program is to provide speech improvement opportunity for all pupils. However, to be effective, an additional instructor is badly needed, but was not included in the budget for the coming year because of our many other needs. It is intended to request an additional speech therapist in the 1958 budget.

SPECIAL EDUCATION

The Junior High Industrial Arts School continues to function as a Junior Citizens' Club with every pupil participating. This idea brings out innate abilities of boys and girls who otherwise might continue to live only within themselves. It also aids in preparing them for better social adjustment and group improvement in the community. Essential requirements for everyday living necessitates a flexible teaching plan but GOOD CITIZENSHIP is

always the foremost topic. All activities are centered around intentions of teaching requirements for happy, successful living. These are accentuated through the regular school program, leisure time activities, entertainment, resources and original teaching mediums. This election year opened many avenues for intensive drill on American citizenship requirements and the importance of every individual in the community. These facts were emphasized through pratical experiences, of dramatized lessons and visual education programs. The fact that these boys and girls will soon use the ballot is recognized in our program of training them for this duty.

After 28 years of service in the Arlington Public Schools, Mrs. Elsie Meserve, Principal of the Junior High Industrial Arts School, is forced to retire. Still as enthusiastic and energetic as she was when she first came to Arlington, it is regretable that retirement regulations will not permit her to continue in public school work. By her own efforts and with innumerable obstacles to overcome, she has developed a school and program for retarded children which has received national recognition. It is extremely unlikely that any replacement for her will ever be found who has the same vision, determination and ability that Mrs. Meserve has demonstrated over the years. It is an understatement to say that her loss to our school system will be irreparable.

ART

Systematic instruction in the art work throughout the schools has been seriously hampered by the large number of requests from various agencies to perform special work such as posters and decorations. There is no question that a certain amount of these endeavors are beneficial and important to the art program. However, it is felt now, that, so far as our pupils are concerned, the law of diminishing returns has set in and there must be some curtailment of this outside work in future years.

The Art Supervisor, over the past 35 years, has developed an excellent and comprehensive program throughout the entire system. It is with deep regret on the part of the Arlington Public Schools that Mrs. Marion I. Ford finds it necessary to retire at the conclusion of the present school year. Her constructive influence and instruction with teachers will be a keen loss, and will be deeply felt by all with whom she has worked.

PHYSICAL EDUCATION

Physical education has changed with the times and today presents a markedly different appearance from that of the past. Today, we note an added emphasis on the consideration of individual differences. With this in mind, our program is so planned that before we enter any new phase of the program, the pupils are tested so that they can be classified into groups of similar abilities. The individual's weaknesses can be improved in this manner and the advanced performer is not slowed down by the less skilled pupil. We should remember that physical education is a doing process rather than a memorization and recitation process.

It is a development of such desirable social traits as sportsmanship, loyalty, cooperation, leadership and followership. The appointment of an additional instructor to the physical education staff for the elementary grades and the senior high school has not only helped the required program of physical education, but also athletics and intramurals as well.

Today the intramural sports program under faculty guidance has expanded to such an extent that the goal, "a sport for everyone and everyone in a sport", is rapidly becoming realized. Intramurals are designed to provide wholesome competition within the school. Opportunities are provided for the pupil to participate in a wide variety of activities, which allows each to find action suited to his interests and abilities. All athletic facilities and equipment in the school system used in the required physical education program are also used in the intramural program. As a result of our intramural program, it is interesting to see how much our pupils are benefited as they move from elementary to junior high, to high school. There is always a close relationship between the activities taught in physical education and those played as an intramural sport. The following sports are offered for intramurals: touch football, basketball, bowling, softball, weight lifting, badminton and volleyball.

School health education is a vital part of the whole educational process by which each child in school is guided and helped in his efforts to develop physically and mentally to his fullest possible extent. The polio Salk Vaccine shots were made available to all of our pupils.

In further endeavoring to attain the objectives of health, and specifically for the purpose of tuberculosis control, we used the Patch Tuberculin Skin Test on the pupils in grades nine and twelve. If their reaction to the test was positive, the child was given a free chest X-ray. There were 795 pupils who took the test and out of that group, 57 had positive reaction. Those 57 pupils had chest X-rays and all the X-rays were negative.

ADULT EDUCATION

The Adult Education program in Arlington is carried on under the direction of the School Committee with the cooperation and assistance of the Division of Vocational Education and the office of American Citizenship of the Massachusetts Department of Education.

Twelve hundred students are enrolled in 58 classes in Tailoring, Sewing, Millinery, Slip Covering, Furniture Refinishing, Upholstering, Chair Caning, Reed Craft, Fabric Painting, Textile Painting, Decorated Ware, Hooked Rugs. Braided Rugs, Foods, Party Foods, Decorations, Pottery, Ceramics, Leathercraft, Metalcraft, Beginners' and Advanced Typing, Blue Print Reading and Drafting, Automotive Mechanics, Machine Shop Practice, Radio and Television, Electronics, Americanization, English and Citizenship.

The students and faculty achieved an impressive climax on March 22 with the traditional exhibition and fashion show. 5000 to 6000 persons proved their ardent interest in adult education in Arlington by crowding in to view the various displays and demonstrations. Popular features of the exhibition were the Adults' and Children's Fashion Shows produced and modeled by nearly 300 students from the tailoring and sewing and children's sewing classes.

CONCLUSION

In conclusion, may I express to the School Committee, to all fellow workers in the Department and to other officials, my appreciation for your kind help and support.

Respectfully submitted,

CLIFFORD R. HALL

Superintendent of Schools

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1955

ANNUAL REPORT

OF THE

SCHOOL DEPARTMENT

OF THE

TOWN OF ARLINGTON
MASSACHUSETTS

FOR THE

YEAR ENDING DECEMBER 31, 1955

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ANNUAL REPORT OF THE PUBLIC SCHOOLS

REPORT OF THE SCHOOL COMMITTEE FOR THE YEAR 1955

To the Citizens of Arlington:

With two elementary schools now under construction the School Committee has turned its undivided attention this year toward the solution of the secondary school housing problem.

There are four possible solutions to this problem which have been carefully studied by this Committee:

a) The building of additions on each of the three secondary schools.

b) The building of a third junior high school and of an addition on the High School.

c) The building of an addition on the High School so that it can accommodate grades 9 through 12 and transferring the 9th grade from junior high to the High School. In other words, changing from a 6-3-3 to a 6-2-4 organization.

d) Operating the junior and senior high schools on a two platoon system.

Plan a — The State Building Assistance Commission, which reimburses the Town of Arlington approximately 26% for all school building construction it approves, has studied the junior high buildings and feels that no addition can be put on either the Jr. High East or West which would be satisfactory. Therefore, any addition built on the present junior high schools would have to be done without State aid. We feel we cannot afford any building construction without State aid.

Plan b — A good deal of study has been made concerning this proposal, but no adequate site could be located for a third junior high school. The available sites in locations to ease the junior high problem would necessitate pupils walking past the Jr. High East to get to the new school. This plan would also be the most expensive solution to our housing problem.

Plan c — This plan has been selected as the most practical and economical by the School Committee, the Arlington School Survey Committee and the Massachusetts School Building Assistance Commission. The total cost of this building program would be about $350,000 less than plan a. It is now estimated that on a 20 year loan the addition on the tax rate would be less than 1.25.

Plan d — A two platoon system for any length of time is most undesirable for both pupils and teachers and is only to be used as a last resort.

At the secondary school level educational standards would, of necessity, be considerably lowered. Standards at the elementary level on a two platoon system can be maintained in major subjects with greater facility than at the secondary level.

The recommended school budget submitted by the School Committee for 1956 exceeds the 1955 budget by $145,137. This increase is the result of:

1. Equipping two new elementary schools in the process of construction, which must be staffed with teachers and custodians.
2. Anticipated increases in pupil enrollment which require additional teachers.
3. Additional purchase of books and equipment to take care of the increased enrollment.
4. Increments paid to teachers and other personnel toward their maximum salaries.
5. Increases in the cost of maintenance and operation of school buildings, including salaries of custodians and maintenance workers which are determined and expended under the control of the Town Manager.

It is not generally known that each year the Town of Arlington receives from the Commonwealth of Massachusetts a refund for school costs which does not appear in the school budget but which helps to reduce the overall tax rate. This year $279,754. is being refunded to the Town of Arlington. This is equivalent to about $3.75 on the tax rate. This refund is made in part for school expenditures, which are State-aided, and for an annual reimbursement made to communities based upon a formula which includes pupil population as one factor.

Good schools cannot be maintained without spending money. It is the policy of the School Committee to make certain that full value is obtained for the money expended under its control. The operation and maintenance of buildings are under the control of the Town Manager, although the expenditures are included in the school budget and in the published school tax rate. The School Committee also feels that the majority of taxpayers in Arlington do not look upon school expenses as tax, but as an investment for the future of Arlington children.

As an experiment, open School Committee meetings were held in the High School Auditorium in October and December. Both were sparsely attended.

The Committee desires to note in its annual report the retirement of three of its personnel who have served long and faithfully in the schools of Arlington:

Miss Ethel G. Higgins began teaching in Arlington in 1917 and was principal of the Hardy School from 1926 to the date of her retirement in June 1955. She has been an efficient member of our administrative staff and her services to two generations of Arlington children can never be forgotten.

Mrs. Alice K. Brown was a teacher in the Junior High Industrial Arts School and began her service in 1928. Her work has always received the commendation of those who have been associated with special education.

Miss Vesta Spinney, instructor in the Art Department of our schools, began service at the Junior High Center in 1929. Her many years of devoted service are most deeply appreciated.

The school system was saddened by the sudden death on October 21 of Michael Wall, senior custodian at the Junior High Industrial Arts building. A very conscientious worker, his valuable service was known to the former students of the Junior High Center, the Industrial Arts School and to those attending the Adult Education Program in that building.

We should at this time recognize the excellent contributions rendered to the schools of Arlington by Mr. Joseph J. Bevins who retired from the Committee in March 1955. He had been a member of the Committee from 1931 to 1934 and from 1937 up to the present year. The absence of his active leadership and of his thorough knowledge of school affairs is most deeply regretted by his colleagues on the Committee.

The Committee appreciates the cooperation and assistance given by the whole staff of the Arlington Public Schools who have so conscientiously helped to carry out our responsibilities to the children in our schools.

We thank the Town Manager and other Town Officials for their active cooperation in all school matters in which they were involved.

Respectfully submitted,

(Signed) CARL F. ALLEN

Chairman

ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS FOR THE YEAR 1955

To the School Committee of Arlington

Ladies and Gentlemen:

It is my privilege to submit for your consideration the following report of the schools for the year 1955. I am including in my report excerpts from the annual reports submitted to me by various principals, supervisors and committees.

OUR ELEMENTARY SCHOOLS

A major innovation being tried out this year in our elementary schools is the releasing of pupils in the first six grades on Wednesday afternoons so that an intensive in-service training program could be inaugurated. The function of in-service training is the improvement of the quality of performance of the school staff. The ultimate goal is the uplift of the school program, but the immediate goal is the advancement of teachers' performance. Behind in-service training is the recognition of the fact that even the best teachers are persons who have the right, and should have the opportunity, to continue their professional development.

In addition to this in-service training program, School Committee Regulations require that all teachers, supervisors and principals obtain six credits, outside of school time, in course work, or related activities, every five years in order to receive their salary increments. The present in-service training program does NOT provide for any credit toward salary increment. Elementary teachers must still take their courses on their own time.

Because teacher-parent conferences have been found to be extremely valuable and important for reasons which are quite obvious, and because it had been inconvenient for a great many parents to schedule conferences in the late afternoon, it was decided that five out of the thirty-nine Wednesday afternoons be devoted to parent conferences.

One major project planned on Wednesday afternoons for this school year is a revision of the courses of study in major subjects from grades one through six. All elementary teachers in the system, by grades, are participating in this task. Discussion and exchange of teaching techniques among teachers is one of the important practical by-products of these meetings. Other meetings will be conducted by our several Arlington supervisors, who will present new and improved methods in the teaching of their particular subjects.

The conducting of an in-service training program during school time is a tried and proven method of improving the quality of instruction, which has been used in practically all leading communities in the United States. The time lost by pupils is compensated for by the improvement of the instruction, with the result that the child actually gains much more in the end.

Although practically every other instrument used in today's world has undergone radical advancement, the use of the traditional pen point and pen holder has remained a school standard. This year, the administration investigated the possibilities of new types of writing instruments. The Locke, Cutter and Parmenter Schools examined several types of automatic pens and finally selected an inexpensive ball point pen as an experiment for use in grades five and six.

The most important result of this change is noted in the writing process. Our penmanship course of study initiates the use of pen and white paper in grade four and continues into grades 5 and 6. Naturally, the best stimulus to good penmanship is for the pupil to see good results. The ball point pen eliminates smudging, scratching and the pen catching on the paper. It allows the pupil to concentrate on correct letter formation. In actual work, the pupil's attention can be focused on his work rather than dipping, cleaning his pen or blotting his paper. Our teachers feel that the selection of this type of writing equipment has been a distinct step toward better penmanship results.

One of the elementary schools is experimenting with the value of a spelling series which places greater emphasis than most spellers do, upon handwriting needs, as related to spelling. The primary grade workbooks used in this experiment feature full-size writing samples in place of the more common printed lists. The spelling books use the handwriting system adopted by the Arlington Public Schools starting with manuscript writing in grade one and adding cursive writing in the latter part of grade two. Since much of the difficulty in spelling results from failure to transfer printed symbols correctly in writing words, one of the major aims of the spelling series is to reduce common spelling errors caused by common handwriting errors.

The renovated Crosby School was re-opened in September. Six rooms on each of the two floors and four basement rooms were restored for classroom use. The Oxford Street Wing formerly containing four rooms, was converted into an auditorium with a kitchen unit. The installation of a public address system and oil-burning burners added to the modernization of the school building. During the current year, because of the reduction in the number of classrooms, the auditorium is being utilized for three classes. The completion of the school on North Union Street will eliminate the present classroom shortage at the Crosby School.

The addition to the Parmenter School was occupied in September. This addition added a kindergarten room, four classrooms, a teachers' room, Principal's office and a storage room to the building. These rooms released the multi-purpose room for its intended use, the Principal's former office became a first-aid room. Indoor physical education facilities consist of the multi-purpose room and one-half of the auditorium. These two rooms are in constant use from early morning until late afternoon. With the fixed furniture in one classroom being removed, a library and science room will complete the interior school arrangement. The acquisition of the additional land for playground use cannot be used until it is surfaced, graded and fenced. The present playground area is most inadequate.

No addition is planned for the Peirce School at the present time. Any overcrowding in the classrooms can be met by change of school boundary lines. Children living on streets bordering on Massachusetts Avenue can be transferred to the Locke School after the completion of the Dallin School. This arrangement will leave room in the Peirce School for pupils from the new housing development between the Bishop and Peirce School boundary lines.

Because of the lack of classroom space, certain grades at the Locke and Brackett Schools are overcrowded. However, the Dallin School will relieve this situation in September, 1956. The renovations for the first floor at Locke School should be completed as soon as possible. The School also needs new clock and inter-communication systems. Both of the present systems have been in use for over half a century. The inter-comunication system has been out-of-order for twelve years and cannot be repaired.

THE JUNIOR HIGH SCHOOLS

In both junior high schools much energy and time was spent in planning for the housing of pupils. September found the Junior High School East crowded so that classes are scheduled in the lunchroom and in the auditorium. At the Junior High West the lunchroom is used for audio-visual education and a small remedial classroom is utilized for clothing classes. Improvement in instruction of major subjects has been insured by the introduction of up-to-date textbooks, particularly in Algebra, French and Science. Department Heads are making regular visits to the teachers of their respective subjects in the junior highs and are assisting them in various problems which arise from time to time.

The junior high guidance work is improving steadily. More time is being given to individual counselling. Mr. Roens, Mr. Downs and Mr. Patterson visited both junior high schools in the spring and explained to the parents and students the Senior High School Program. Near the close of the school year a series of Orientation Days were planned and carried out. The sixth grade of each Elementary School visited the particular junior high school that they were to attend. There the pupils were taken on a tour, the school program described and a lunch was served. Principals and teachers of grade seven report worthwhile results.

At the Junior High West the 7th grade program has been reorganized. The purpose is to make more gradual the transition from elementary school to junior high school. The same teacher is teaching English, Social Studies, Group Guidance and Supervised Study. This has given our present seventh graders more stability and more personal guidance. This plan enables teachers to become better acquainted with the individual needs of pupils. Plans to help meet these needs are formulated through the Guidance Program. At the Junior High East also several seventh grade teachers are teaching the same pupils more than one subject.

THE SENIOR HIGH SCHOOL

It is important, at this time, to emphasize the pending need in the High School of additional rooms in anticipation of a normal high school growth expected by 1957. During the year a suggested plan was submitted to the School Committee by which the problem of increased school population at the High School level could be solved. This plan includes additional rooms, an auditorium seating at least 1500, a gymnasium that would seat over 900, a larger cafeteria that would accommodate over 800, an administrative wing and additional rooms that would bring the total number to 102 for the present building and proposed additions. The new plant would be able to accommodate approximately 2200, including the Vocational School. The projected enrollment figures show that 1625 pupils including the Vocational School are expected by 1959. These are conservative figures and do not take into consideration the number of pupils expected if a 4-year high school is established as has been suggested in the future plans. In that case, 2075 would be the projected enrollment figure for 1959.

This year a new course was added to our curriculum in the Science Department. A course in Physical Science was added, which enables the General Course students to establish interest in the field of Science which they may follow-up with existing courses in Chemistry, Physics and Biology. The Social Studies Department has a course in Current Affairs, which is planned for young people who are terminating their formal education with high school graduation. Work is about to be completed on a special Nursing curriculum which will enable girls who wish to follow nursing to be prepared on a carefully selected 3-year course on the secondary level. It is felt that the graduates from this curriculum would be better prepared to continue their studies in the many nursing schools of this vicinity. The Bookkeeping III course that was offered to accounting students and discontinued a year ago was resumed in the Accounting curriculum.

This year the High School, through the efforts of the Student Council, raised sufficient funds in the Town to invite a foreign student to attend Arlington High School as a full-fledged student. This program under the auspices of the American Field Service has opened new avenues for the student body towards international interests. A young lady from Turkey was selected by the Student Council to attend Arlington High School this year. It is planned to continue this program.

Attention should be called to the splendid work done in the Music Department, particularly by the Girls' Glee Club. They not only gave excellent assembly programs at Arlington, but also at Natick High School. There they gave a fine performance and left an excellent impression. The interchange of extra-curricular activities such as music and debating programs with other schools, is highly beneficial and popular with the students. The Debating Club is new this year and plans interscholastic debates.

A word of commendation should be expressed for the splendid growth of our Library. The formation of a Library Corps and Book Reviewers Club, under the direction of the Librarian and through the kind assistance of the Robbins Library staff, has made the school very conscious of its Library.

Our athletic teams have had their share of victories and have left with their opponents at all times a good impression as to sportsmanship which is reflected in the fact that Arlington is a desired opponent in all scholastic circles.

It has been the desire of the Principal to encourage student responsibility. With few exceptions all of the assemblies are conducted by a student leader. This policy will be enlarged gradually to bring out more vividly the importance of leadership and responsibility. Plans are contemplated in the future for an even broader expansion of the high school curriculum and wider opportunities for our secondary school pupils to enjoy an educational experience that will be valuable to them in the future.

VOCATIONAL HIGH SCHOOL

Arlington Vocational High School graduated 26 boys in June 1955, 25 of whom went to work at the trade for which they had received training, one entering the Navy where his training will help him to get a higher rating. Ten of these boys were employed when seniors in our part-time cooperative course, working on the job for a week and staying in school on the alternate week for their class work. This year we have a graduating class of 41 and 9 of them are at present employed in industrial shops in Greater Boston on the alternate week. In the part-time cooperative course we have been very careful to place them in shops where they will receive the training necessary for successful work at their trade. The related work is allied closely with the work which they are doing in these shops.

We received from the Massachusetts Department of Vocational Education as Surplus Property, a Kempsmith Milling Machine which has been set up in the Machine Shop. Two spindle drill presses were moved from the Machine Shop to the Junior High West General Shop. The Automobile Department recently received two 1955 Plymouth engines from the Knox Brothers Motor Company. These engines will be mounted on stationary stands and used for experimental work by the boys in the Auto Shop. We were presented with the newest type of automatic transmission and two power steering units by the Chrysler Corporation. New testing equipment was also received in the Auto Shop so that we are able to train the boys in the use of the very latest equipment. Great use has been made of the Audio-Visual Aids in the classrooms. During the year 130 reels of 16 MM Sound Film have been shown as well as a great many 35 MM Slide Films. The Manual Arts Department is progressing toward a good General Shop in each of the junior high schools where the instructors can aid in recommending boys who are able to profit from the training in the Vocational High School.

Vocational Evening School has carried on as usual with an increase in the Electronics Department to which another class has been added. All the men attending evening classes must be employed in the trade for which they are receiving their instruction. Fire-fighter Training, which is carried on by men in the Arlington Fire Department, is cleared through the Vocational High School and the classes are conducted in the same manner as our Trade Extension Evening Classes.

PUPIL PERSONNEL SERVICES

The Guidance program in the secondary schools has continued with the same activities as have been emphasized in the annual reports during the past years. As in the previous years, the intensive individual counseling program has been followed. An interesting addition to our regular program this year has been an extensive testing study throughout the entire system.

At the request of the Educational Testing Service, the high school guidance department is participating in a Youth Growth Study. This program is planned to measure the effect of growth in characteristics measured by the verbal and mathematical tests of the College Board Scholastic Aptitude Test. The study is so designed that it will also be possible to determine the extent to which a student's second testing is affected by a prior administration of a different form of the same test. In September a random half of our college preparatory seniors were tested and in November the entire twelfth grade college preparatory students were tested. The report of each student's performance will be sent to the Guidance Department so that a measure of their growth on Scholastic Aptitude will be known to the Counselors for guidance purposes. The administration is gratified that Arlington High School was chosen to participate in this study, and it feels that Arlington is making a valuable contribution as a participant in the project which is being carried out in selected public and private schools throughout the United States.

Another experimental project we are participating in, at the request of the Educational Testing Service, is the High School Guidance Study. This project, in the form of a battery of tests may be a real benefit to our students. All sophomores in the regular high school and the vocational high school were tested in the following phases — interest, general reasoning, visualization, true knowledge and information, memory, speed, etc. The report of these experimental test scores will be sent to the counselors who then should be better able to advise these students.

In the elementary schools, we are participating in a testing project to establish norms for the Iowa Tests of Basic Skills. The principal advantage in taking part in this nation-wide testing program is that it will give us a spot-check of how Arlington children in grades one through six compare with other pupils throughout the country in reading comprehension, vocabulary, spelling, capitalization, punctuation, language usage, map reading, reading graphs and tables, knowledge and use of reference materials, arithmetical concepts and arithmetic problem solving. If there are any particular weaknesses in our elementary school curriculum, these should appear when the results and comparisons are made available to us.

This fall, the high school guidance department participated in National Merit Scholarship Program so that our high school seniors may share in the opportunities of these large scholarships. Our high-ranking local students will be aiming at some 200 four-year college scholarships that can carry up to full tuition and living expenses, depending upon the financial need of each winner. The National Merit Scholarship Organization is a non-profit, independent group whose program is dedicated to the discovery and the development of able

youth throughout the country and to the support of our colleges and universities.

A job-placement bureau within the high school guidance department is provided throughout the twelve months of the year for pupils and graduates. During 1955, 573 pupils and graduates were placed on full-time and part-time jobs. The demand for office workers has far exceeded the number of girls and boys who are available for placement. This year only 55% of the requests made by employers could be filled. There are a large number of calls for boys and girls who are available for part-time office employment during their senior year, with definite full-time employment in the same companies after graduation. Employers are aware of the shortage of office help and are trying to cover their needs by this method. At the present time, not even all of these openings can be filled. It may be of interest to note that about 31% of our high school pupils have part-time jobs after school. The average earnings of these 360 pupils is about $14.50 per week.

The speech correction program, now in its second year, has proved to be most successful. It is concerned with pupils who have difficulty in communicating, or who are subject to ridicule because of the way they talk, or who shun oral work through fear of ridicule. Classroom teachers refer such cases, whose speech might hinder school progress and personality development, to Pupil Personnel Services for special help by the Speech Consultant. Twice weekly visits are made to each elementary school and the high school. Clinical sessions are held according to age and type of defect. Anxieties and tensions sometimes the cause and often the result of speech problems and requiring therapeutic techniques, necessitate working singly with certain cases and occasionally in small homogenous groups.

The present staff in our Department of Pupil Personnel Services is not adequate to care for the number of pupil adjustment cases in our elementary schools. It is hoped that recent legislation by the Massachusetts General Court, whereby the salary of an elementary school adjustment counselor may be reimbursed to the Town at a maximum of $4500.00, will enable us to increase our staff by such a worker. Although the School Committee has provided for the appointment of an elementary school adjustment counselor in the 1956 budget, the difficulty comes in finding an adequately trained person who will accept such an appointment.

School attendance problems seem to become increasingly complex. As in the past, it is usually the unsupervised home from which most attendance difficulties arise. These continue to be the homes in which it is most difficult to put across, effectively, the importance of regular school attendance while a pupil's adjustment difficulties are still in the incipient stages. We note recently an increasing number of parents who condone poor standards of attendance for their children in the early grades. Once a pattern of indifference to school attendance becomes established in a pupil's behavior, only constant and continuous surveillance by school personnel can prevent truancy.

In one instance, this year, as a last resort, it became necessary to take court action in order to have a pupil who stubbornly refused to attend school, receive clinical help. This was done only because our local courts now regard such children as being "sick" and in need of psychiatric attention which these courts are now able to furnish.

SPECIAL EDUCATION

A trainable class for retarded pupils was organized this year in accordance with recent legislation established by the Massachusetts General Court. The class meets daily for two hours at the Junior High Industrial Arts Building. Pupils are all transported to and from their classes by the school bus. This year's class includes eight pupils, three of whom live in neighboring communities and the Town therefore receives a total of $1200 in tuition costs from those communities.

The special class for elementary pupils now has an enrollment of eleven and their instruction is all individual. Whenever it is felt that one of these pupils can benefit from some of the work done in a regular classroom, he is so assigned for a part of each day for that type of work.

During this school year greater emphasis is being placed on the 3 Rs with pupils in the Junior High Industrial Arts. All the first year pupils have been given comprehensive tests to determine the extent of their learning ability and every effort is being made to have them work up to their ability in academic subjects.

In the High School Industrial Arts Classes pupils are assigned to regular high school classes in those subjects in which they indicate any capability. In those academic subjects in which they lack ability to keep up with other high school pupils, they have special instruction with a special class teacher. The organization of special classes throughout the Arlington school system incorporates most of the modern techniques recommended for use with retarded children and there is every evidence from follow-up studies that these pupils benefit considerably from this type of training.

ART DEPARTMENT

An outstanding project during this year was the cooperation of the Art Department with a town committee headed by Mrs. Walter McCulloch in their effort to bring to the people of Arlington a better understanding of the Bill of Rights. Nine three-dimensional illustrations were made by the 6th grade children, three by the junior high schools and twelve decorative panels by the pupils in our high school. These were exhibited in frames furnished by the above committee in several store windows in the business section of this Town. Favorable comments on the work and effort were received by the Art Director, and the newspaper reports were most gratifying, especially those published in the Christian Science Monitor, the Boston Herald and the Boston Globe.

SCHOOL CAFETERIAS

In the 1954 Report on School Cafeterias attention was called to a Special School Milk Program authorized by the Agricultural Act of 1954 which provided $50,000,000. annually beginning September 1, 1954 and ending June 30, 1956. The purpose of the appropriation was to increase the consumption of fluid milk by children in non-profit schools

of high school grade and under. Arlington was one of several Massachusetts communities selected by the U. S. Department of Agriculture in May, 1955 for a special study about various phases of the Special Milk Program. Our function in this experiment was to sell milk at different prices to see if this would affect consumption. In March, with milk at four cents per half pint, we sold 18,153 cartons. In May, at two cents, the sales went to 31,649 cartons. When school opened in September we were able to set the price of milk at three cents per half pint for each carton sold other than with the main lunch. For this we received the maximum subsidy of four cents. The subsidy on our type A lunch remained at nine cents, seven cents for the meal, two cents for the milk Our second source of income also remained constant—the appropriation from the Town—which, with our receipts from pupils, allows us to operate on a non-profit basis.

HOME ECONOMICS

The goal of the Home Economics Program in the junior and senior high schools is to provide our boys and girls with experience that will help them contribute to better home and family living. The term Home Economics is synonymous with Homemaking, and while courses in this field were first organized for girls, it has become widely accepted that homemaking is not only woman's work, but that the establishment and maintenance of a good home is a cooperative relationship and that all need to work together for the best welfare of the whole group. During the present school year there has been organized for the first time in one of the junior high schools an all boy class in food planning, preparation and serving.

The annual Fashion Shows in junior and senior high schools were planned and presented in the assembly halls by the students from the clothing classes who modeled clothes that they had made. Each class had its own narrator who introduced the models with the poise of a professional. The Fashion Shows were well attended by faculty and parents and the girls of the Food classes entertained the guests at a Tea in the Home Economics Dining Room. In October, at the Senior High School, a formal Tea was served by the Foods classes on the occasion of the Student Council presenting our exchange student from Istanbul to the faculty and guests. This was the first time that a class Tea had been formally served and it offered a new and valuable experience to the many students who participated.

HEALTH AND PHYSICAL EDUCATION

School Health Education is a vital part of the whole educational process by which each child in school is guided and helped in his efforts to develop physically and mentally to his fullest possible extent. The achievement for each child in his own optimum health depends upon some sort of correlation between school health education, parent education and general community-wide health education. In seeking solutions to health problems, particularly those concerned with pupils in school, it is necessary to have close teamwork. On this team will be teachers, parents, doctors, nurses, dentists and other organizations whose activities relate to the welfare of the children.

Today a total functioning school health program consists of three main areas:

1. Health Service:
   That part of the health program which includes all of the measures which might be used in evaluating the health status of the child; i.e., screening and examinations, daily inspections, pupil observations, careful follow-up, nurse-teacher-parent conferences, safety, first-aid, cumulative health records, etc.
2. Health Instruction:
   That part of the total health program which is concerned with the organization of learning experiences directed toward the development of favorable health knowledge, habits and attitudes.
3. School Environment:
   That part of the health program dealing with the environment which surrounds children during school hours, i.e., cleanliness, safety of the building and grounds, lighting, ventilation, recreation, sanitation, facilities for eating lunch, etc.

The physical examination, hearing tests and vision tests are carried out as prescribed by our State Laws. This year the Health Department made arrangements and followed through a program of chest X-rays for all teachers, secretaries, cafeteria workers, custodians and maintenance personnel in the school system. The polio Salk Vaccine shots were administered to the pupils in the first four grades

In further endeavoring to attain the objectives of health and specifically for the purpose of tuberculosis control, we are using the Patch Tubercular Skin Test on the pupils in grades nine and twelve this year. If any pupil's reaction to the test is positive, the child then will be given a chest X-ray.

Everything possible to maintain the mental and physical health standards of our pupils is given proper consideration and attention.

ADULT EDUCATION

Approximately 1200 students were enrolled in 56 Adult Education classes in Sewing, Tailoring, Draperies, Millinery, Slip Covers, Fabric Painting, Chair Caning, Foods, Furniture Refinishing, Leathercraft, Metalcraft, Pottery, Reed Craft, Braided Rugs, Hooked Rugs, Decorated Ware, Upholstery, Automotive Mechanics, Drafting, Electronics, Radio and Television, Machine Shop Practice, Typing, Parliamentary Law, Americanization and courses in English and Citizenship. Again this year is was impossible to accommodate all those wishing to enroll. However, waiting lists were established and efforts were made to provide opportunity for as many as possible from these lists. The 1954-1955 Adult Education school year culminated on March 30 with the traditional grand Exhibition and Fashion Show. A popular feature of the Exhibition was the Fashion Show put on by nearly 300 of the Evening School students from the Sewing and Tailoring classes. Officials of the Massachusetts Department of Education who visited the Exhibition declared that the displays and the Fashion Show placed the Arlington department in the forefront in Adult Education throughout the State. They also declared that Arlington holds the record for attendance at this type of Exhibition.

CONCLUSION

In conclusion, may I express to the School Committee, to all fellow-workers in the Department and to other officials, my appreciation for your kind help and support.

Respectfully submitted,

(Signed) CLIFFORD R. HALL
Superintendent of Schools